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ABSTRACT

The findings and conclusions of this study are based on personal interviews with librarians and on information gathered from questionnaires. Responses to the questionnaires are pictured in tables. The report resulting from the study is intended to provide: (1) a summary of existing library strengths and weaknesses (2) recommendations for improvement of the total library program and (3) a source of verification and support for those in New Mexico who will actively seek a statewide solution to a statewide problem. Appendix A, on academic libraries, was prepared by Dr. Roscoe Rouse, Director of the Library, Oklahoma State University. The libraries visited are listed in Appendix B. Recommendations of the study group are centered around: (1) a statewide library service network and (2) resource and personnel development. (NH)

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NEW MEXICO'S LIBRARY RESOURCES:
PRESENT STATUS AND A PLAN FOR THE FUTURE

Report to:

THE NEW MEXICO STATE LIBRARY

and

THE NEW MEXICO LIBRARY DEVELOPMENT COUNCIL

C-71537

March 1970

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Arthur D. Little, Inc.

TRANSMITTAL MEMORANDUM

To: The New Mexico State Library
and
The New Mexico Library Development Council

We are pleased to submit to you the final report of the study of New Mexico libraries conducted by Arthur D. Little, Inc. for The New Mexico State Library and The New Mexico Library Development Council.

The field work for this study, including visits to libraries, interviews and questionnaires, was conducted during the period of May - October, 1969. After an oral presentation made by the case leader and the case advisor to the New Mexico Library Development Council, a draft copy of the report was submitted.

This report is a final report including revisions and factual changes made either at the oral presentation or after the draft copy was read by members of the New Mexico Library Development Council.

This report includes an appendix on academic libraries prepared by Dr. Roscoe Rouse, Director of the Library, Oklahoma State University. All members of the study team, which included members of the ADL staff and outside consultants, received the complete cooperation of the librarians in New Mexico and all other officials who were contacted for the study. We appreciate their contribution to this report, while recognizing that sole responsibility for the conclusions and recommendations rests with the case team.

Stefan B. Moses
Case Leader

Walter W. Curley
Case Advisor

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SUMMARY

A. PURPOSE AND SCOPE

In May 1969, Arthur D. Little, Inc., (ADL) was retained by the New Mexico State Library and the New Mexico Library Development Council to conduct a study of libraries throughout the state. Data were to be gathered from all types of libraries; findings and conclusions were to be based upon personal interviews with librarians and upon information gathered from questionnaires devised and circulated by the study team representing ADL. In addition, the study team was to study carefully all statistical data about libraries of New Mexico available from official sources.

This report presents the results of the study. It is intended to provide (1) a summary of existing library strengths and weaknesses, (2) recommendations for improvement of the total library program, and (3) a source of verification and support for those in New Mexico who will actively seek a statewide solution to a statewide problem. We were asked to devote special attention to academic libraries, and a report on this subject prepared for us by Dr. Roscoe Rouse, Director of the Library at Oklahoma State University, is included in our report as Appendix A. The body of our report also includes a section on academic libraries, supplementing Dr. Rouse's findings with our own comments.

During this study, members of the ADL team visited and interviewed personnel of regional, public, government, special, institutional, and school libraries. The libraries visited are listed in Appendix B. The librarians of all of the libraries visited and their staff members were unstinting in providing the most courteous treatment to members of the study team who visited them. We take this opportunity to thank them for their kindness and helpfulness. We also offer a special word of thanks to other officials visited, including officials of the Albuquerque Public Schools, the Bureau of Indian Affairs at Albuquerque, the New Mexico Department of Education at Santa Fe, the State Library Commission, and the Heads of Data Processing for the City of Albuquerque and for the State of New Mexico.

B. CONCLUSIONS

Those concerned about library service in New Mexico are well aware that it currently falls far short of what is needed. For the most part this is not due to shortcomings on the part of librarians -- we met a large number of competent and imaginative people in the libraries we visited. Rather, it is due to insufficient funds, the dispersal of a relatively small population over a large area, and in some cases a combination of the two.

The per capita local support received by New Mexico's public libraries each year averages less than half the national minimum standard. In addition, two out of five persons in the state live in communities that are not served by public libraries at all. School libraries have the same problems they have in many other states; insufficient resources and librarians who can devote only part of their time to professional duties. However, in New Mexico many schools operate in remote areas with little or no other library service, and for these the problem is severely compounded.

While New Mexico's academic libraries are generally better off than the public and school libraries, their collections compare poorly with those of libraries in comparable institutions in other states. Programs, particularly at the graduate level, are added much faster than the libraries can acquire the resources to back them up.

We noted in particular two major and closely related areas of need. One is for nonprint media; library collections are almost all notably deficient in audiovisual and other nonprint materials. The other is for programs and materials addressed to special groups -- the handicapped and institutionalized, and, especially, the Spanish-speaking and Indian communities; nonprint media would be particularly valuable with the latter two groups.

New Mexico does have certain important strengths to bring to the solution of these problems. We have already noted that we met many able librarians. There are also some libraries, notably many of the special libraries associated with military or scientific institutions, with very strong collections in certain subject areas. Finally, the State Library, with federal assistance, has already done much to improve the library situation, in particular through the regional library program which extends at least some library service to otherwise unserved communities. We believe that the effectiveness of the State Library in such statewide efforts is somewhat limited by the fact that it is endeavoring at the same time to act as a public library serving individuals, and we also believe that its present administrative structure, inherited from a time when it was a much smaller agency, is too centralized to support its enlarged responsibilities. However, we think that both of these problems can be corrected.

Additional funds are absolutely essential to the further improvement of library service in New Mexico. At the same time, the value obtained from this investment will be greatly increased if steps are taken to coordinate the development of library resources among the different types of libraries, and to facilitate the sharing of resources through interlibrary loan. We believe that given the necessary funding, the State Library is in a good position to take these steps.

In the course of our assignment we were also specifically asked to look at the desirability and feasibility of (1) a centralized ordering and processing operation and (2) a library school in New Mexico. We have concluded that neither is appropriate at this time. Centralized ordering and processing are not desired by most of the state's librarians and their feasibility is questionable because of the relatively small volume of materials. A library school would threaten to absorb professional talent that is more urgently needed in the libraries themselves. We do, however, have recommendations relating to both of these issues.

C. RECOMMENDATIONS

Our recommendations are centered around (1) a statewide library service network and (2) resource and personnel development. While we make many suggestions throughout this report, the basic recommendations covered by our budget estimates are those summarized below.

1. Service Network

We recommend that the New Mexico State Library establish and administer a statewide network for channeling and meeting bibliographic requests, including interlibrary loan. This network should be open to all libraries in the state. Requests would come to the State Library or to the regional libraries; the State Library would maintain all records and take charge of all follow-up. In addition, the State Library would be the principal agent for relations between libraries in New Mexico and resources in other states.

In support of the library network we recommend the following:

a. The State Library should discontinue direct public service except through the Southwest Collection. Reference materials, including documents, should continue to be kept at the State Library for ease of access by State Government personnel. The rest of the State Library collection should be redistributed to other libraries.

b. The State Library staff should be reorganized to allow for greater delegation of authority and coordination of related activities. An Assistant State Librarian should be placed second in command to the State Librarian, assuming day-to-day charge of service programs and freeing the State Librarian to spend more time directing the development of the network and acting as a spokesman for New Mexico's libraries and their needs.

c. Teletype connections should be established among the State Library, the regional libraries, the Cataloging and Bibliographic Center and the Nonprint Media Center (both described below), the Albuquerque Public Library and the academic libraries.

d. As an experimental project, the State Library should institute delivery service within the Albuquerque-Santa Fe area.

e. A Cataloging and Bibliographic Center should be established, reporting to the State Librarian. This would provide centralized cataloging to all interested libraries, but would not attempt to handle ordering or processing. This center would be responsible for the gradual development of a union catalog and other bibliographic tools for the statewide network. If, as we suggest in this report, the Albuquerque School Processing Center should process materials for other schools as well on a temporary basis, the Cataloging and Bibliographic Center should extend its cataloging service to that operation and should also provide financial assistance to cover overhead; we estimate this at about 15¢ a volume.

f. The number of regional libraries should be reduced to three or four, each of which would channel bibliographic requests from the public and school libraries in its region, or meet these requests from its own collection. The bookmobile program would be expanded as recommended below under "resource and personnel development".

2. Resource and Personnel Development

We recommend that the following steps be taken to address specific weak points in the library system:

a. A Nonprint Media Center should be established, housed with the Cataloging and Bibliographic Center recommended above and also reporting to the State Librarian. This would serve as a recource for all libraries and for the bookmobile program, through the network. Its Director would also work with libraries throughout the state on the coordinated development of nonprint media collections.

b. The outreach program should be expanded. At least twenty units should be added to the bookmobile program, some of which should be detachable so that they can be left on location. Semi-permanent deposit stations should be established in storefronts and other similar locations, particularly in Spanish-speaking or Indian communities. Local residents should be trained, using library education funds (see below), to man these stations and the detachable units.

c. The sum of $75,000 annually should be allocated to library education. Of this, $25,000 should go to scholarships for New Mexico residents attending library school and the rest to seminars and training programs including the training of local residents as community liaison personnel for the regional program. The library education allocation should be administered by the Assistant State Librarian.

d. A system of grants to public libraries should be instituted, contingent on a minimum level of local support. *We recommend that each library receive annually the sum of* $2,500 plus 50¢ per capita served, provided that a local support level of at least $2.00 per capita is reached by the end of three years and is subsequently maintained. Libraries merging should keep their total grants, and any library extending service to an unserved area should receive the grant that would have been received by an independent library in that area, provided that the local support requirement is met.

e. The Albuquerque Public Library should receive, in addition to the above, a grant of $50,000 to serve as a Resource Center for the library network. This is in recognition of the fact that the burden of interlibrary loan requests will invariably fall very heavily on this library.

f. Legislation should be enacted to permit direct grants from the State Library to academic libraries, and a total of $100,000 should be set aside each year for special grants to academic institutions for library improvement in designated areas , and for the installation of teletype units.

g. The sum of $25,000 annually should be spent on special materials for the blind and for institutions.

h. While the State Library and the Library Development Council cannot authorize funds in support of school libraries, they can plead the cause of these libraries to the state government and the Education Department. We believe that school libraries are in urgent need of consultant-librarians at the state level who could help them to coordinate resource development. This would cost the Education Department an estimated $75,000 annually for personnel with additional funds allocated for services and materials.

3. Budget and Phasing

We estimate the total cost of implementing the above recommendations (excluding our recommendation regarding school libraries) at $1.6 million above present funding levels. This report presents some guidelines for phasing in the recommendations, so that $600,000 is spent in the first year and $1 million in the second. By the third year the full $1.6 million will be needed.

I. ABOUT NEW MEXICO

To the eastern librarian studying New Mexico for the first time, the state is remarkable for its contrasts. One writer describes it as having jumped from the Stone Age almost directly into the Atomic Age without suffering all of the unhappy interim effects which more densely populated parts of the country have known. Its culture mixes modern Anglo influences with strong Indian and Spanish heritages; while about 34% of its land is privately owned, another 45% is owned by the Federal Government; the state is our fifth largest in territory but only 37th in number of residents.

This same sense of contrast is apparent in the state's libraries. As national center for atomic research and experimentation, and for technological study in general, New Mexico has specialized library collections in science and technology that are the envy of the nation. At the other extreme, poverty and poor educational facilities have left large segments of the population with very little library service at all.

New Mexico is growing -- the population increased by about 39% in the 1950-1960 decade. When the 1970 census figures become available they will again show a steady continuous pattern of growth. There has been an influx of brainpower to man the state's massive technological research programs, and the native population has also become immersed in the atmosphere of the new atomic era. About one out of every 350 residents has a PhD. Special and government library installations have managed to keep pace with most of the demands placed upon them. But in the public, university, and school libraries, where public need may be great but is not pressed, the library picture is very different.

New Mexico has done what it had to do to overcome the problems of its physical environment - tempering an arid country with man-made lakes, for example. It can do what it has to do now to equalize a very uneven library picture. The need for better library service is greatest among those who are least vocal in expressing it. Wide areas to cover and a scattered population make the library challenge doubly difficult to handle, but there are ways to deal with it. This report outlines some of those ways.

II. NEW MEXICO STATE LIBRARY

The New Mexico State Library has played an active role in the development of library service throughout the state. Traditionally it has been most active in public library development but more recently its activities have included service to the blind and physically handicapped, an expanded interlibrary loan program, a statewide reference referral service using an IN-WATS line, and consultants in special fields. Along with the extension part of the program, the State Library has offered traditional library service to members of state government and others in the community.

In 1961 the Library Commission law was changed. Before then the State Library had been known as the Extension Service. In 1961 it became known as the State Library, and the title of the administrative officer was changed to that of State Librarian and Executive Secretary to the State Library Commission. With this change other state agencies became more aware of the role and function of the State Library.

Before 1961, services included supplying supplemental library collections to public and school libraries. The Extension Service at that time had no legal obligation to help schools but nevertheless did so when requested, supplying a great deal of material for classroom collections. Another function was to re-evaluate the organized libraries.

At that time the State Extension Agency also provided some reference services to public libraries, although it was not receiving any documents and therefore its materials and services were limited. After 1961, with the expansion of State Library functions, collections and services received new priorities. Still, the New Mexico State Library has been handicapped by limited financial support. This condition is reflected in the academic and public libraries as well as most of the schools. Special libraries that are part of industrial or governmental institutions appear relatively better off.

A. STATE LIBRARY BUILDING

The State Library is housed in a comparatively new building located in a complex of state buildings in Santa Fe. It is within walking distance of the downtown area, and parking is available. The building was constructed at a cost of $983,000. It was originally planned on a much grander scale, but budget cuts necessitated architectual limitations and, no doubt, changes in layout. The 58,000 square feet of space can accommodate 350,000 hard cover volumes and is sufficient for the Library's current services. However, we did note a lack of adequate office space for staff and some overcrowding in the area assigned for service to the blind and physically handicapped. The location of the Southwest Room on the second floor makes it less accessible than it should be in view of the interest of the collection. On our last visit, the room housing the professional collection was used as an office for the Federal Titles Coordinator. At the same time a large amount of space is devoted to public service, and the Board Room has limited use. Thus, some adjustments in space could be made right now. Others are sure to be necessary if the State Library assumes a central role in a statewide service network.

B. ADMINISTRATIVE ORGANIZATION

The governing body of the New Mexico State Library and its program of service is the New Mexico State Library Commission. Members of the Commission are appointed by the Governor and serve for six year terms. The Commission is officially responsible for administering the certification law for librarians. The State Librarian, the chief administrative officer of the State Library, reports to the State Library Commission on all matters requiring Commission approval and keeps its members informed of activities at the State Library on programs sponsored by the State Library.

The organizational structure of the State Library itself is highly centralized. Individual department heads or coordinators, even though they have different grade classifications in the civil service, system, all report to the State Librarian. This means that there is very little delegation of authority. As the Library's role expands, this type of organization will become more and more constricting.

In addition to delegation of authority, the State Library organization needs greater coordination of activities. One person, for example, has statewide responsibility for advisory work with regional libraries, while another provides statewide consulting services to the public libraries; these two activities are closely related, and this relationship should be taken into account in the administrative structure. Similarly, the Federal Titles Coordinator is responsible for coordination of all federal programs, but the organizational structure does not provide for a relationship between this officer and the head of Public Library Development.

The basic conclusion we reached was that the functions of the State Library have expanded rapidly and the organizational structure has not yet caught up with them. Ten years ago the Library had much less money, fewer staff members, a smaller building, and more limited service responsibility than at present. It is to the credit of the staff that the State Library has moved forward to the extent it has. However, the organization pattern which was adequate then is not adequate to meet changing needs, provide new services, encompass a larger staff, and administer increased (though still not adequate) funding. Our recommendations will include a new administrative organization and the redefinition or reassignment of certain responsibilities.

C. PUBLIC SERVICE

The State Library currently offers direct public service to individuals who come to the Library. This is difficult to justify, in our opinion, since there is a public library in Santa Fe which needs the support of the State Library rather than competition from it. We recognize that this view is not held by all the individuals we talked with but we are not convinced by the arguments put forth for the continuation of public service.

We believe the New Mexico State Library should serve as a reference or research library for those in state government, but we do not believe that State Library should accept the responsibility for providing these or other individuals in the community with current best sellers or recreational reading. A small staff should be developed to service the reference collection, government documents, and Southwest Collection. The general collection should be phased out of existence either by placing it on deposit with other libraries or integrating it into the collection used for extension services. This should result in a more appropriate assignment of professional staff, improve the collections of other libraries, and make available space which could be used more effectively in relation to the total program.

D. MATERIALS

Materials in the New Mexico State Library include books, periodicals, and audiovisual materials. The book collection is a general collection with recognized subject competence in Southwest material. Other than that area and possibly Fine Arts, the collection is not particularly outstanding. There is a collection of professional material for use by State Library staff and other librarians; while it is a good collection for one Library it is not extensive enough to serve as the professional collection for all the libraries in the state.

"Southwest," for purposes of the State Library's Southwest Collection, is defined as Arizona, New Mexico, Lower California, northern Mexico, and portions of Texas and Oklahoma. The collection is generally a good one. The Library often buys three copies of a title, one for the permanent collection and the other two for circulation. It has some newspapers on microfilm and is trying to add to these.

It is unfortunate that no clear definition has been made of responsibilities regarding the development of the State Library's Southwest Collection relative to similar collections in other institutions. In questionaire responses received by us from public Libraries, the most frequently identified special collection was of Southwest material. The State Library again is competing rather than providing the professional expertise to coordinate collections so that the material can be located. A particularly important need is for a mechanism whereby libraries can join together in purchasing costly items. For example, the Southwest Collection has very few manuscripts; we were told in interviews that several manuscript collections have left New Mexico in recent years because no single library could afford to buy them.

Government documents in the State Library are held by the Reference Department. The State Library receives New Mexico and out-of-state documents and is a regional depository for federal documents as well. A real attempt is made to consult documents as well as other sources when searching for material and answering reference questions. The documents most in demand pertain to agriculture and how-to-do-it titles, and the greatest need is for more selections in the sciences.

A unique feature of the document collection, which might in some way be shared with other libraries, is a subject index to U. S. documents which has been compiled through the years. This subject index uses Library of Congress subject headings and therefore supplements material found in the regular card catalog.

The audivisual holdings of the State Library include films, records, tapes, and talking books for the blind. The film collection consists of 400 reels which turn over on an average of ten times a year. Eighty percent of the collection consists of deposit films, which the State Library accepts free of charge. Companies lending deposit films made a stipulation that admission fees may not be charged. In addition to films on deposit, the Library has a film budget; in 1969-1970 this amounted to $7582. There is a regional development film budget of $4040.

The State Library lends to schools and groups but not to individuals. Requests do not go through local libraries; persons borrowing on behalf of schools apply directly to the State Library and receive the films by mail. Films are shown an average of 45 times each.

We have more to say about audiovisual services later in this chapter. We believe that the development and dissemination of audiovisual resources should be given extremely high priority by the State Library during the next few years.

E. SPECIAL SERVICES

1. Blind and Handicapped

A good beginning has been made in providing services to the blind and handicapped; the State Library has been fortunate in securing the services of a librarian with good experience in this area. Care should be taken so that the librarian's time is not excessively taken up with details. Constant effort must be expended to reach more readers; often the blind and the handicapped do not come to the library on their own initiative and must be sought out. Initial contacts and instruction in use of the equipment should be made only by trained professional personnel. These could be either State Agency staff or Telephone Pioneers. The latter are retired employees of the Telephone Company or employees with 21 of more years of service. Telephone Pioneers are active in community service throughout the country, and many groups devote their energies to work with the blind. Some of them have learned Braille and participate in translation programs. Others have prepared tapes and talking books and have assisted in maintaining equipment to be used by blind readers.

Special emphasis should be placed on identifying and serving the blind or handicapped Indian or Spanish-speaking individual. Many of these individuals have not been accustomed to reading and are unfamiliar with the technological improvements which makes it possible for them to enjoy a reading experience.

Because of the amount of equipment and space needed to store material as well as to keep circulating materials in good condition, more room is required for this service than many others. This is one department in the State Library which has about reached its total capacity, and more space will have to be forthcoming soon.

2. Service to Institutions

Another promising event is the recent addition of an Institution Consultant to the staff of the State Library. Some interest in working with institutions has been evident for some time, although in view of the other responsibilities shared by the present Federal Titles Coordinator, little time was available in which to provide any of the many services which the libraries in the state's institutions require.

During the course of our survey a number of institutions were visited. In none of these was a professional librarian employed, although several of the institutions were obviously administered in a professional manner and had programs reflecting an enlightened policy. The Girls' Welfare Home in Albuquerque, which was not visited, does have a professional librarian.

Before the State Library can do very much for the institutions, it must plot its own course with respect to nonprint media and in other priorities. As programs develop in the institutions, the State Library should effect contractual agreements with one or more nearby public libraries, if they are adequate, whereby the public libraries can furnish interlibrary loan and other services to the institutions.

The State Library currently will order material for institution libraries. As a result, institutions with limited budgets do receive substantial benefit from the library discount, which amounts to 39 percent for trade books. Unfortunately, the State Library does not provide any cataloging or processing on these materials, a routine which we believe could be carried out by the present technical services department. Some effort should be made to provide funding for materials other than books; Title IVA funds cannot be spent for magazines, yet these would be valuable and often more useful than books.

Title IVA has an advisory committee composed of the Institution Librarian at the State Library and the librarians at institutions. As few of the latter are professional librarians, the membership of this committee should be re-examined. It is very possible that including institution administrators instead of those who operate the libraries might be more effective in an overall program to improve library service to institutions and at institutions.

3. Regional Library Service

There are six regional libraries, which are really branches of the State Library. The next Chapter is devoted to these, so the present description will be brief. Two of the regional libraries are operated, under contractual agreement, in existing public libraries. Each regional library has a bookmobile and station wagon, and those in public libraries have integrated their collections in the local collection. The State Library pays for telephone toll calls. In the merged libraries, the staff of the regional library gives a minimum of ten hours service per week to the contracting library, which means public library employees can have time for vacation, sickness and the like without having to pay a substitute to cover for them.

Bookmobiles operate out of the regional library, usually making stops once a month in communities which do not have public library service. Many of the school librarians we talked with did not know what the bookmobile schedule was and felt there should be more publicity about it. While the bookmobiles cannot serve the schools directly without a change in policy, school librarians are certainly in a good position to inform students about the availability of this service to them as individuals.

The bookmobiles now in operation range from three to six years old. Certainly during the next fiscal year plans should be made to replace at least one, and probably two of them. The task of covering the vast territory that exists in New Mexico is hard on both vehicles and staff. If bookmobile service is to continue in all sections of the state, every effort must be made to make it appealing and attractive to staff and users.

No summary of the bookmobile service would be complete without recognizing the imaginative programs which have been initiated during the years. The many years that service has been provided to the Indians (as described in the article by William Farrington, "Statewide Outreach: Desert Booktrails to the Indians" in Wilson Library Bulletin, May 1969) and the Girl Scout summer program of storytelling as part of bookmobile stops are evidence of the importance of bookmobile service to total library service in New Mexico.

4. Audiovisual Services

One of the most important functions of the State Library could be to serve as a resource for films and other audiovisual materials. While several of the state's academic libraries possess important collections in these areas, the public and regional libraries are generally deficient in audiovisual resources. At the present time film -- in terms of both collection and services -- is one of the weakest of the State Library's offerings. Little is offered to public libraries and the bookmobiles of the State Library except an extremely limited school-oriented "educational" film collection. It is recommended, therefore, that a professionally trained film consultant be added to the State Library's staff. The consultant would be responsible for developing a collection in depth, representing not only a wide variety of subject matter, but also diversity in film-making techniques. The consultant would also work with the field staff to develop both demand and use for film materials throughout the state and to provide film circuits of a quality and diversity comparable to the resource collection. This position, and the collections, would eventually be tied in with the Nonprint Media Center recommended later in this report.

As part of a new thrust in audiovisual materials, the State Library should set some priorities in the light of today's needs, resources, and demands. Major emphasis should be given to the use of sound recordings, tapes, and film cassettes, both by developing the resources and advisory services of the State Library and by initiating such services through the extension program and encouraging them on the local level. Implicit in this recommendation would be a combination of consultant staff support and funding support so that all local outlets and the bookmobiles would have such materials readily available. In addition, they must have or be able to obtain, equipment for using the materials; it should be the responsibility of the State Library to supply local outlets and bookmobiles with projectors, portable (battery-operated?) phonographs, and inexpensive tape recorders. Above all, the use of audiovisual materials should be encouraged, and requests should be filled just as routinely as requests for books, subject to budgetary limitations on equipment. The multi-ethnic population served by the libraries makes this aspect of service not only essential but exciting.

5. Service to the Disadvantaged

Far more needs to be done to serve the various Indian and Spanish speaking communities, and much of the initiative must be taken by the State Library through bookmobile operations.

In the Spanish-speaking communities one of the major problems facing librarians is that the older generation is in effect illiterate in both English and Spanish because the older people speak the "Conquistador" Spanish -- a variant dialect in which printed materials virtually do not exist. Among young people the problem is not so acute, but many Spanish-speaking children, constantly changing back and forth between two languages, develop reading difficulties. So far, not enough effort (or money) has been spent to find nonprint materials in sufficient quantity and variety to at least partially satisfy a very real need and demand. Such materials should be made available on a broad-scale, long-term basis, through local public library outlets, bookmobiles, and temporary stations, such as store fronts and by mail. Operationally, such specialized services could resemble the services to the blind and handicapped. Again equipment for using the materials must be available along with the materials themselves. These responsibilities should be accepted as being legitimately those of the State Library.

Services offered by the bookmobile to the Indian community should be greatly expanded. Service to Indians -- both on and off reservations -- has been handicapped by regional and local conflicts regarding legal and technical responsibility to the Indian population and by a general tendency to relegate responsibility for Indians to the Bureau of Indian Affairs (BIA). While it is true that some educational opportunities and resources are afforded the Indian through BIA facilities, it is apparent that they fall far short of what is really needed. It may well be difficult to develop a program in conjunction with the BIA, but the State Library -- and, indeed, the State Education Department -- would be remiss if they continued to hold to the assumption that Indians served by the BIA are fully served. It is a particularly poignant fact of our society that the Indian in the United States has long been neglected; in view of our libraries' concern with social awareness, all possibilities for service should be explored.

Persons in both the Spanish and Indian communities should be trained and paid in order to serve as community coordinators and liaison. Present bookmobiles are far too small, and visiting periods too brief and infrequent to provide adequate service unless local resources are used as well. While oral history programs are being conducted by academic institutions, the libraries have all but ignored the community involvement that could be effected by means of tape recorders. Film, both reel and cassette, could be valuable for both recreational and educational-vocational purposes.

In short, the State Library has been able to serve only a small portion of the state's population. This has, indeed, been true of most major library structures in the country. A major effort needs to be expended in order to better serve the various communities and societies -- Spanish, Indian, and Anglo. It is recommended that a specialist -- not necessarily a librarian, -- but a professional person with a background in social or cultural anthropology and perhaps with some knowledge of social welfare -- be employed on the State Library level to work with these communities.

F. PERSONNEL DEVELOPMENT

The State Library's responsibilities in personnel development should be broader in scope than is presently the case. The study currently being undertaken under the WICHE program (see Chapter IX) will no doubt provide much in the way of meaningful data and suggestions for the training of preprofessionals and technicians and for continuing education. We present here our own suggestions, based upon observations made during our broad examination of New Mexico's libraries.

We suggest that priority attention be given to the development of a program of training seminars for various levels of personnel and types of librarians. Some of these could be used to train community liaison personnel. The programs would be conducted on a "floating seminar" basis, using a fully equipped library van or bookmobile vehicle, modified into a small classroom that provides background on library practices and resources and initial instruction in use of equipment and audiovisual techniques. Sessions should be held in small communities, particularly Spanish and Indian settlements, and should be conducted by persons familiar with language and customs. Personnel trained in this manner as community liaisons could man bookmobile units, could assume responsibility for the use of audiovisual equipment in the community, and could serve as librarians for the book trailers which we recommend later as part of the State Library program.

We feel that the State Library should also assume responsibility for the coordination of all other broad-scale plans for in-service training and continuing education. It might, for example, arrange for librarians at the special libraries, which presently provide the major thrust for technological innovations, to serve as a training group for librarians in the State Library, public libraries, academic libraries, and possibly even school libraries.

We do not recommend the establishment of a library school in New Mexico at this time. Our reasons include the fact that schools already exist in Colorado, Oklahoma, and Texas and that two have been authorized in Arizona. Staffing library schools is an extremely difficult proposition because of the shortage of professional librarians and the even greater shortage of those able and willing to teach. Establishment of a library school frequently hurts public service programs because the most capable librarians are appointed to the teaching faculty. We do recommend a program which will include scholarships for those who have been accepted at library schools in other states, as well as funding for librarians to attend special workshops, institutes, and the like.

Another aspect of personnel development involves certification of librarians. The current New Mexican law requires certification of chief librarians and the librarian of any state agency or state-supported institution. It does not require certification of professional librarians on the staff of the State Library, and many of these individuals are not certified. A stronger certification law should be enacted and enforced in all types of libraries in New Mexico. Eventually, states will probably have reciprocal certification laws, and this could be provided for in the new statute.

Along with education and certification will come demands for greater benefits for both professional and supporting staff. Under the salary schedule at the State Library which will go into effect in 1970 the beginning salary for a person with a master's degree, without experience, will be $6300, with a maximum of $8280 in the same grade level. The maximum salary is more in line with the national beginning salary of $8000 - $8500. Competition for librarians is on a national level and if New Mexico expects to attract and to keep the younger, imaginative, and innovative professional, the salary scale in all types of libraries will have to be raised.

G. RELATIONS WITH OTHER AGENCIES

1. **Archives**

Relationships between the State Library and other agencies in the state require some redefinition. The State Records Center in Santa Fe acts as an archival repository of many of the departments of the state. Much of its material is placed there because the Records Center offers storage space; other materials are there because such deposit is mandated by law. Some type of cooperative agreement should be arranged so that the State Library can provide archival services for those materials possessing historical significance, in order that they may be accessible for research. At present, there is no coordinated program in effect between these two institutions.

2. Law Library and Legal Reference

Similarly, appropriate arrangements should be effected between the Legislative Council Reference Service and the State Law Library. Undoubtedly, the State Library's role and position would be considerably strengthened if it were to assume responsibility for the provision of such services, even if administrative responsibility and budgetary control were separately assigned. While the functions and scope of the State Library should be generally broadened in this regard, delegation of duties and control would be essential if the effort were to be successful and, indeed, possible.

3. Museum Libraries

New Mexico operates a number of state museums located in and around Santa Fe. These include the historical museum in the Palace of the Governors, the Fine Arts Museum, the Folk Arts Museum, and the Anthropological Museum. Each of these separate institutions, operating under a variety of grants and state funds, has at least the semblance of what was once a library; several have working libraries. None of the libraries receives sufficient funds to operate at a level which would permit them to offer the nature and level of professional service expected of agencies of this type. New Mexico, possessing unique and important artifacts and documentary materials, needs to have at its disposal the means whereby these resources can be properly maintained and used. This requires appropriate bibliographic control.

In view of the problems involved in developing independent library service on a high professional level for each of a variety of museums, it is our recommendation that all museum library services be organized into a single, unified program, that the museum library collections be located in a single unit, and that an overall policy of library service be adopted and administered. We further recommend that responsibility for the provision of library services be given to the State Library on a contractual basis and that the State Library assume responsibility for providing all interlibrary loans, reference, and other services requested of the museum libraries. All holdings of the libraries in the state museums should eventually be listed in the New Mexico Union Catalog recommended later in this report. The museum libraries should assume responsibility for the cataloging of all anthropological documentary material in the state not presently cataloged in major collections, for inclusion in the Union Catalog.

4. New Mexico Library Association

The State Librarian has for many years been a non-voting member of the New Mexico Library Association Executive Board, and until fairly recently the Bulletin of NMLA was published by the State Library. Two reasons for this were offered to us, one being that the State Librarian's leadership is needed and the other that the State Librarian can help to speak for the under-represented small libraries. However, to judge from our experience of meeting and talking with librarians in individual libraries and on the Development Council, there are many individuals capable of providing professional leadership. If there is an imbalance between large and small libraries, it should be redressed by adding a person specifically chosen to represent small libraries. The State Library and State Librarian should no longer be involved in an official capacity unless specifically called upon by the Association.

III. REGIONAL LIBRARIES

There are six regional libraries in New Mexico, established to provide library service to rural areas and to urban areas with inadequate library service. The regional program is funded almost entirely under LSCA, Title I, which makes the service vulnerable to any cuts in federal funding, although some matching funds are provided by the state. Some regional libraries operate independently of any public library. In those cases where a public library exists in the same city, the regional library offers no direct service to the public. Where libraries are combined, their collections have been integrated and the local public librarian and regional librarian work with the combined collection, offering service from the mix.

The regional libraries are as follows:

- The Northern Regional Library has its headquarters at Espanola. It serves the counties of Los Alamos, Rio Arriba, Santa Fe, Taos, and Torrance, with ten stations and 60 bookmobile stops.

- The Northeastern Regional Library serves the counties of Colfax, Harding, Mora, San Miguel, and Union with 37 bookmobile stops and four stations. It also serves as the community library for Cimarron.

- The Eastern Plains Regional Library has headquarters in the Tucumcari Public Library and serves the counties of Roosevelt, Guadalupe, De Baca, and Quay. It serves 30 bookmobile stops and six stations.

- The Southeastern Regional Library is headquartered in the Lovington Public Library. It serves the counties of Lea, Chaves, Lincoln, Eddy, and Otero, with 34 bookmobile stops and ten stations. It is the newest of the regional libraries and is still building its basic collection.

- The Southwestern Regional Library is located in Silver City and serves the counties of Grant, Luna, Dona Ana, Hidalgo, Sierra, Socorro, and Catron. It serves 30 bookmobile stops and nine library stations.

- The Northwestern Regional Library headquarters is in the Belen Public Library. It serves the counties of McKinley, Sandoval, San Juan, Valencia, and Bernaillo with 40 bookmobile stops and 15 stations. It circulates more than 25% of all books circulated through the Regional Development Library Program.

According to statistics for the 1968-1969 fiscal year, the regional libraries total approximately 107,000 volumes, 25,500 registered borrowers, and an annual circulation of almost 482,000 volumes, of which 75% is juvenile material.

Regional libraries have from three to five staff members, with an average of four per library. Each library has a bookmobile and a station wagon. Most of these libraries suffer from staffing problems. Service demands are heavy and particularly difficult to satisfy because of distances to be traveled, staffing, limited bookstops, and occasional problems with vehicles. During the 57th fiscal year, July 1, 1968 through June 30, 1969, the bookmobiles traveled almost 100,000 miles and all vehicles a total of 140,292.3 miles. The bookmobile in the Northeastern region alone traveled more than 22,000 miles.

The regional centers were established in recognition of the fact that almost 40% of the inhabitants of New Mexico are unserved by any public library. Of prime importance to the planning of this program is the fact that three distinct groups are served. They are the Spanish speaking, the Indians, and the English speaking people. In some cases the needs are similar and in others they are not. In any event, the attempt to service three distinct groups of individuals with occasionally varying requirements strains the resources of this under-financed program.

Many libraries, not only in New Mexico but throughout the country, are becoming increasingly aware of the passivity of their approach to service. They respond to requests from individuals who are sufficiently motivated to ask them. Only occasionally do they reach out to create a demand by convincing non-users that the library has something for them. A few libraries are taking the initiative to motivate non-users by making the service seem less "establishment-oriented" and offering resources specifically tuned to the interests and language capabilities of the non-user segment of the population.

In New Mexico, there is a real need for public libraries as well as regional library service agencies to reach out to those who are traditionally non-users. The present regional program is based essentially on bookmobile service; this provides added flexibility, at least in theory, by bringing the book to the user and the traditional non-user, but this advantage is offset by the impossibility of spending enough time in each community and by the limited size of the stock which must serve individuals with differing needs. Despite these constraints, the bookmobile program is in our opinion serving a useful function, the staff is extending itself to its limit, and thousands have benefited from the programs existence. We do feel that some restructuring is required and that additional financial support, staff, and equipment are vital to the welfare of the program. We feel the state should change the mix of resources offered to have more material available for the disadvantaged members of the community.

The desirability of State Library sponsorship of a service has been questioned at several points during the fact-finding portion of this study. In our opinion, most of the public libraries are too weak to extend their services to the unserved; in fact, most are finding it difficult to cope with the mandate to serve their own taxpayers well. It seems entirely appropriate for the state to assume the responsibility for serving individuals whose local communities do not serve them. However, it seems likely, at some future date, that communities now failing to provide service may wish to do so. It is also possible, and in a few instances quite likely, that unserved areas contiguous to served areas may wish to join existing service patterns. A program of service to essentially unserved areas should retain the flexibility to draw back when necessary, and the funding program should be flexibile enough to provide incentives for local mergers to take place.

The regional program provides both a need and an opportunity for innovation. If it is to be fully successful, many traditional concepts of library service will have to be put aside. It should not limit itself to serving children but should be a link in a statewide library network, promoting and extending a wide range of services and resources including non-print media throughout the state. We will provide recommendations which we believe can achieve these goals.

IV. PUBLIC LIBRARIES

During the course of the study, more than one-third of the public libraries in New Mexico were visited by at least one member of the study team. In addition, a questionnaire was compiled and circulated to all public libraries in the state. Librarians at 30 out of 39 public libraries filled out this form, and the results have been evaluated. Appendix B lists the libraries visited, and Appendix C reprints the questionnaire and lists the libraries that responded. The resulting profile of the public library picture within the state of New Mexico follows. Tables 1 and 2 the series of foldout pages at the end of this chapter, summarize the responses of librarians to selected questionnaire items.

Approximately three quarters of the public libraries in the state are considered to be legally constituted libraries. Their combind book strength amounts to approximately one million volumes, or about one volume per capita. In view of the fact that for every six persons served by a public library, four remain unserved, the book strength for the served portions of the state may be said to constitute 1-2/3 volumes per capita. Twenty-nine of the state's 32 counties have public libraries; the other three receive bookmobile service under the regional program.

A. SERVICES

1. Interlibrary Loan

ILL privileges are afforded the public by most of the 30 libraries responding to the questionnaire, although ten did not offer specific data about their ILL activities. It was interesting and heartening to note that ILL is not limited exclusively to adult library users but is in most cases also provided to other individuals who have valid need of the service. Thirteen libraries report that they offer ILL privileges to elementary school students, 18 provide it to high school students, 20 extend it to college students, and approximately the same libraries offer it as well to graduate students. Not surprisingly, 27 out of 30 reporting libraries extend ILL service to all adults. Thus is noted a healthy concern with extension of service to the community even when this requires reaching beyond the local library's own holdings. Clearly the principle of ILL is approved and accepted. The total volume of service, however, appears to be small, even among the larger libraries. Questionnaire responses indicated a total of only 400 volumes loaned on ILL annually; however, some libraries do not keep records of ILL so the actual number is probably higher.

2. Hours of Service

Library hours follow a general pattern of accommodation to public need, inhibited only by staff and budget limitations of the library in question. Usually some service is provided over a five- or six-day week. Two libraries provide Sunday service, and one library is willing to offer it "on request." However, the largest public library in the state does not provide Sunday service. Community habits, shopping routines, college student use of the library, and seasonal increases and decreases in circulation should all be taken into account in establishing each public library's schedule. Many public librarians expressed awareness that present hours of service are inadequate.

3. Nonprint Media

Materials other than books and periodicals have become a growing part of every public library's responsibility. To date, 23 of New Mexico's public libraries have record collections. However, only 4 libraries loan films, 9 have microfilm holdings and reproductive services, 14 libraries have installed copying machines, and 10 have microfilm readers. Only 2 have microfilm reader-printers, 5 have recording machines, 4 have tape recorders, and 9 have projectors. One library has television, and none are equipped to expedite service via teletype. Four libraries offer tapes for public use, and three lend framed art reproductions. Ten libraries have the traditional picture files for circulation to library users.

We may conclude, then, that while most of the nonprint resources generally provided by the modern public library are to be found in some of New Mexico's public libraries, the total number of libraries providing these resources and the quantity of such materials currently available are extremely limited.

4. Outreach

Accessibility of library services, other than through free use of the reading rooms of the library, is somewhat limited. Four libraries reach outlying areas with bookmobile service. One library has branches in addition to the main library building. Eleven libraries are able to offer a meeting room within the library for the convenience of the community. Two libraries provide this convenience from a building other than the library. One library uses a "minimobile" for library service, borrowing it from the City Planning Department for Saturday use -- a good example of intergovernment cooperation on the city level.

5. Special Programs

Special programs provided by public libraries of New Mexico follow the national pattern in variety and depth when compared with other libraries with comparable populations to serve and with comparable operating budgets and space and staff limitations. Both in New Mexico and elsewhere, it has been noted that the extent to which special programs are offered and used by the community correlates closely with the extent to which the library is accepted in the community and well supported by the local tax structure. Development of such programs, in other words, strengthens library-community relationships.

The special program most frequently checked on our questionnaires is the traditional story hour for children. Twenty libraries report that they provide this service on a reasonably regular basis. The frequency of the story hours and the number of regular attendees are factors which determine whether this type of special program is an incidental or integral part of the library's community profile. The trend toward participation by children in storytelling, including the use of dramatization and puppets, is reaping interesting rewards for the few libraries experimenting with it, although the traditional picture-book hours will always have their place in the life of the preschooler. Story hours for older children offer a certain challenge, too, and we know of one librarian, not in New Mexico who conducts courses in story-telling for parents. Too many libraries inhibit the potential effectiveness of their story hours by holding attendance to such a small number that othr children give up any hope of participating in the program. Where attendance is limited for practical reasons, the program should be repeated to whatever extent is needed to satisfy public demand. These comments are offered from the national spectrum to stimulate all of the public libraries of New Mexico to consider strong use of story hours where they may not have done so, and to broaden the base of the story hour program where it now falls within the limited traditional pattern.

The next most frequently cited special program is exhibits; 18 libraries feature exhibits on a fairly regular basis. The term "exhibits" can, of course, be variously interpreted. It can mean an exhibit schedule which provides for a monthly or even weekly change of subject, with full utilization of available free or inexpensive prepared materials, or it can mean the haphazard effort of an overscheduled staff member who must work with unattractive materials and leave the exhibit on view over too long a period. Community groups often prove extremely interested in assuming responsibility for library exhibits, and libraries working as a group can develop rotating exhibits which may well prove more successful than strictly local efforts.

Fourteen of the responding libraries provide booklists on at least an occasional basis, nine have film programs, and eight sponsor discussion groups. A number of programs not used on the questionnaire were mentioned by respondents in the extra space provided. Six reported holding summer reading programs for children, and one or two mentioned author-speaker programs at the library, book reviews in local papers, floats in local parades, booths at local fairs, or special library training games for children. All of the services mentioned have a valid place in any public library program. Again, efforts are being made in these directions by the public libraries of New Mexico, but so far they are provided by too few libraries on too small a scale and reach too small a segment of the library community.

B. FINANCIAL SUPPORT

The greatest single limitation on the quality and scope of public library service in New Mexico is lack of money. The average local support level of $2.00 per capita served is less than half of the national minimum standard ($4.50-$5.00) based upon the kinds and depth of service which are a demonstrated public need. In this inflation-ridden period, such a support level certainly presents a challenge to a service-minded librarian, and librarians can hardly be blamed if, under these conditions, their programs do not have the desired impact upon the communities they serve.

C. PHYSICAL FACILITIES

Physical facilities are, not surprisingly, seriously inadequate in several of the state's public libraries. Nine libraries have buildings quite unsuited to present community needs, and five of these libraries do not yet have any plans to improve or replace their buildings. Thus the problem can only become more acute in the communities in question. Given the low level of financial support for public libraries, there is understandably some reluctance to face the staggering cost of new library construction. However, the libraries of the state do have a responsibility to measure their library buildings against the size of the populations which they serve and to call public attention to inadequacies. The taxpayers of the state, in their turn, should be stimulated to proper support of one of their greatest educational facilities -- the only one available to all residents of the state at all stages of their lives. Aggressive, long-range building plans are needed in nearly one-third of the public libraries of New Mexico. This group of libraries can exchange moral support and technical information in exploring and coping with this common need. Albuquerque hopes for a new main building in 1972, if its bond issue passes. We share this hope, as the need is urgent.

D. COLLECTIONS

The backbone of a public library system is its total collection. We have not examined the collections of individual libraries in great depth; this would have been impossible within reasonable time and budget constraints, and we do not believe it would have contributed greatly to the principal goals of this study. Each librarian is surely aware of the strengths and weaknesses in his own library collection and no doubt has developed a book selection program which as time and book funds permit will gradually strengthen and improve weak subject areas. However, a few comments can be made on collections taken as a whole.

1. Books

Evaluation of book strength within New Mexico shows that the greatest strength is not to be found in the public libraries but rather in the university and special libraries. Albuquerque dominates the public library picture in regard to book strength, but is, in turn, overshadowed by the university collections. (although, as we discuss later, New Mexico's academic libraries do not yet compare well with those of other states). The state's total public library book strength of not quite two volumes per capita is only about half what it should be. In the last fiscal year, the public libraries of the state reported well under a total of 70,000 volumes added to their collections. About 35% of these were added by the Albuquerque library. Considerable duplication of titles undoubtedly reduces this total added book strength still further.

A variety of special subject collections were noted in our questionnaire responses. Twenty-three libraries report having collections of varying strength in southwestern material; the Albuquerque Public Library collection of books and other materials on the Southwest and its Indians is one of the most used local history collections in the state even if not the largest. Four libraries have special collections in the area of geology and/or petroleum, and mining, mythology, and D. H. Lawrence collections are available in one or more public libraries. Generally, though, there has been little attempt at systematic overall development of subject strengths in the Dewey Decimal classification structure.

Cooperative arrangements between public and other libraries of New Mexico can do much to improve the situation even while the public libraries work to develop greater self-sufficiency. Teamwork among all types of libraries in the state, coupled with teamwork among the public libraries to develop maximum subject coverage by working together, may be the most practical answer to the problem of book strength.

Subject strength development might well be limited to nontechnical areas if the public libraries of the state are planning to engage in extensive interlibrary loan programs with the unusually rich technical collections of the state's special libraries and the developing collections of academic libraries. In view of the fact that both groups of libraries have indicated a willingness to share their collections with the public libraries, it seems reasonable to suppose that a twofold effort should be undertaken: (1) to strengthen the local collections in subject areas not related to technology or to special southwestern interests and (2) to develop a strong program of interlibrary loan with special and college libraries.

Library Journal and the ALA Booklist are the most widely used selection tools employed by the libraries of New Mexico, with the New York Times Book Review, Public Library Catalog, and Saturday Review following closely in popularity. More than twenty of our questionnaire respondents indicated that they rely heavily upon these review sources when selecting books. This is the usual pattern followed in public libraries all over the United States. It does create one usual and rather serious problem in that it focuses the attention of all librarians on far too few of the total number of titles available for purchase in any given year. The resultant duplication of titles and failure even to consider other worthwhile books for public library collections is to be regretted.

Here may be a sound reason to consider a cooperative plan, which has solved this problem for public libraries in many other areas. A large group of libraries with a total book budget of sufficient strength can develop arrangements with the major publishers and receive, well in advance of publication, one or more review copies of about every trade book coming off the presses. Once received, the review copies can be examined by the librarians of the area. The use of the review copies thereafter also can help to strengthen the collections of the public libraries. This practice can ensure more equitable review coverage of all books deserving of attention, and will guarantee the presence within the public libraries of the state of at least one copy of each title which could serve a purpose. Once the public library book budget approaches a normal standard (about double what it is now), the public libraries should consider working with publishers in this way. Even now, the idea should be explored. Publishers might prove cooperative even when the total new-book-purchase volume is so low.

2. Periodicals

Periodical holdings of the public libraries of the state run the gamut from none to 1200 annual subscriptions. Total periodical holdings are weak. Here, of course, is another area in which cooperation with non-public libraries can help, although it cannot take the place of long-range development of periodical strength in the individual public libraries which have so far been unable to move far in this direction, for the usual reasons. Back runs carried on microfilm offer a partial solution, but they frequently prove disappointing -- if a heavily used collection is available only on microfilm, the resultant traffic jam at the microfilm reader is frustrating for everyone. Reader-printer service can help, but only a little, to alleviate the problem. Cooperation among the public libraries of the state can prove economical and helpful, if carried well beyond the extent to which it is now taking place.

E. CATALOGING AND PROCESSING

Twenty-nine public libraries in New Mexico report that they currently catalog and process all or most of their books. Two libraries use the services of commercial firms, and one library reports that cataloging and processing are done at home by volunteers. Members of our study team explored the possibility of centralized cataloging, processing, and purchasing with public librarians of the state, and an item on our questionnaire was also devoted to this issue. Chapter VIII of the report discusses our findings; so far as the attitudes of public librarians are concerned, opinions seem somewhat negative. If one may generalize a bit, the smaller libraries seem to be more reluctant to accept the idea of centralized cataloging and related services. It should be noted that there is some confusion about just what such centralization would involve. A real fear was expressed that it might interfere with the right of local librarians to select titles for their libraries. This local responsibility should be preserved, of course, and usually is under most centralized processing programs.

F. STAFF

Staffing problems are a major part of New Mexico's public library challenge. Only 25 full-time professionals are reported working in the 30 libraries which responded to the questionnaire. Nine of the 25 are on the staff of the Albuquerque Public Library. Three vacancies for professional librarians have not been filled. The special and university libraries of the state employ a far greater number of professional staff than do the combined public libraries. Fourteen public libraries consider staffing problems to be the principal constraint on adequate community service.

Awareness of the staffing problem is expressed in a variety of ways. Some believe that it could be solved by an increase in salaries; others are more concerned with education and technical training. Ten libraries reported that they provide some form of in-service training. While two libraries permit staff members to take time off to attend library school, only one provides time off with pay. The vast majority of the state's public libraries grant time off to staff who wish to attend library conferences, but only about half grant time off with pay for such professional activities. One library grants time off with expenses to attend only the New Mexico Library Association convention.

It is quite apparent that in attracting and keeping inadequately trained professional staff, the public libraries of the state face formidable competition from the special and university libraries. Some of the special libraries are fabulously wealthy when compared with the public libraries. The staffing problem will not be solved overnight, but it is basically a money problem and will find its cure when public library budgets arrive somewhere near the national standard for minimum service.

G. CONCLUSION

We are keenly aware that none of our comments on the overall weakness of public libraries in New Mexico comes as any surprise to the competent and dedicated librarians who accomplish a remarkable amount in spite of their lack of financial support. Librarians are well aware of their needs. Having the problem stated in print can merely solidify their thinking and call public attention to certain sad facts which need correction. All of the librarians who were interviewed and who filled out questionnaires were encouraged to state their most pressing problems. Fourteen regarded staff shortages and training inadequacies as their greatest headache. Another ten felt an urgent need for better equipment and more nonprint media; eight summed the whole situation up with an appeal for "more money." Two librarians saw increased financial aid from the state level as one answer to their problems. Far too few, we believe, see in a strong and tightly knit regional pattern of service an effective solution to some of their problems.

TABLE I

SERVICES, EQUIPMENT, AND RESOURCES REPORTED BY PUBLIC LIBRARIES RESPONDING TO QUESTIONNAIRE

	Alamogordo	Carlsbad	Corrales	Dexter	Deming	Estancia	Eunice	Farmington	Grants	Hatch	Hobbs	Las Vegas	Lordsburg	Lovington	Portales	Raton	Santa Rosa
ILL AVAILABLE TO																	
Elementary	x						x	x	x			x			x	x	x
High School	x						x	x	x	x	x	x	x			x	x
College	x			x			x	x	x	x	x	x	x	x		x	
Graduate	x	x					x	x	x	x	x	x	x	x		x	
All Adults	x	x		x	x		x	x	x	x	x	x	x	x		x	x
EQUIPMENT																	
Microfilm Readers	x	x			x			x			x			x	x		
Reader Printers											x						
Teletype																	
Recording Machines		x						x									
Copying Machines	x	x			x			x			x			x			
Projectors		x						x			x						
Tape Recorders		x															
Television		x															
RESOURCES																	
Microfilm	x				x			x			x				x		
Microfiche																	
Other Microforms																	
Films																	
Records		x		x	x			x	x	x	x		x	x	x	x	x
Tapes																	
Framed Art Reproductions																	
Picture File					x			x							x	x	

Lovington	Portales	Raton	Santa Rosa	Silver City	Springer	Taos	Truth or Consequences	Tucumcari	Roswell	Albuquerque	Artesia	Gallup	Clayton	Los Alamos	Aztec/Altrurian	Santa Fe
	x	x	x	x			x			x		x			x	
		x	x	x		x	x			x	x	x	x		x	
x		x		x		x	x		x	x	x	x		x	x	
x		x		x		x	x			x	x	x		x		
x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
x	x							x	x	x		x				
										x						
												x		x		x
x				x					x	x	x	x		x	x	x
										x	x	x		x	x	x
										x					x	x
	x							x	x	x		x				
											x	x	x			x
x	x	x	x			x	x	x	x	x	x	x	x	x	x	x
										x			x		x	x
														x		
	x	x						x		x	x	x				x

TABLE 1 (continued)

	Alamagordo	Carlsbad	Corrales	Dexter	Deming	Estancia	Eunice	Farmington	Grants	Hatch	Hobbs	Las Vegas	Lordsburg	Lovington	Portales	Raton
STAFF																
Professionals		1	1						1		1	1				
Subprofessionals	1	1			1	1	1	1	1.5		5	1/3	1		3	2
Clerical	4	2.5		x	1.5			5	.75		3pt	1/2		1.5	1	3
Pages-Messengers	1	2/3			3			3			5pt					
Custodians	1	1			1			1	1/4		1	1		1		
VACANCIES																
Professional											1					
Subprofessional																
Clerical								1								
Pages-Messengers																
Custodians																
EDUCATIONAL QUALIFICATIONS																
H.S. Graduates	5	2.5		x	2.5	1	1	5	3		5	3	1	3	2	5
College Graduates		1							1		1	1				3
4th year LS								1								
5th year LS		1										1				
Subject Master															1	
Doctorate																

	Lordsburg	Lovington	Portales	Raton	Santa Rosa	Silver City	Springer	Taos	Truth or Consequences	Tucumcari	Roswell	Albuquerque	Artesia	Gallup	Clayton	Los Alamos	Aztec/Altrurian	Santa Fe
								1			1	9	1	2		2.5		4
/3	1		3	2	1	2.5		1	1	2	3	18			1	1/5	2	6
/2		1.5	1	3	1pt	1	1	1	1		3	24	4	4		8		4
						4			2		3pt	31		3		2	3	2
		1			1pt	2		1			1pt	8	1	1		1	2-city paid	1
									1			1						
						1								1				
	1	3	2	5	1	6	1		2	2	4	56	5	4	1	4.5	2	7
				3		1		2			2	13				8.5	1	2
											1	8				.5		1
								1				8		2		2.5		4
			1								1							

TABLE 1 (continued)

	Alamagordo	Carlsbad	Corrales	Dexter	Deming	Estancia	Eunice	Farmington	Grants	Hatch	Hobbs	Las Vegas	Lordsburg	Lovington	Portales	Raton	Santa Rosa
BOOK SELECTION TOOLS																	
Library Journal	x	x		x	x	x	x	x	x	x	x	x		x	x	x	x
Booklist	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Publishers Weekly	x	x				x								x	x	x	
New York Times Book Review	x	x	x		x	x	x	x			x	x			x	x	x
Saturday Review	x	x	x		x	x	x	x	x		x	x		x		x	
Public Library Catalog	x	x			x	x	x	x	x	x	x	x	x	x	x	x	
Choice																	
Other:(1)																	
Standard Catalog	x	x															
Children's Catalog	x	x											x				
Fiction Catalog	x	x											x				
Book Review Digest	x	x															
Books of the Southwest	x																
Top of the News					x												
Horn Book		x						x	x		x						
Science Books								x									

1. Items under "Other" were not listed on the questionnaire but were volunteered by responding librarians. Our tabulation is therefore probably incomplete with respect to these items.

Lordsburg	Lovington	Portales	Raton	Santa Rosa	Silver City	Springer	Taos	Truth or Consequences	Tucumcari	Roswell	Albuquerque	Artesia	Gallup	Clayton	Los Alamos	Aztec/Altrurian	Sante Fe
	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x
x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	x	x	x							x	x				x		x
		x	x	x	x		x	x	x	x	x	x	x	x	x		x
	x		x		x		x			x	x		x		x	x	x
x	x	x	x		x	x	x		x	x	x		x		x		x
						x			x		x	x			x		x
											x				x		
x										x	x				x		
x											x				x		
											x				x		
											x				x		
											x				x		
										x	x				x		
											x						
										x	x						

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ete with

TABLE 1 (Continued)

	Alamagordo	Carlsbad	Corrales	Dexter	Deming	Estancia	Eunice	Farmington	Grants	Hatch	Hobbs	Las Vegas	Lordsburg	Lovington
Number of Titles Processed	3671	1351	650	222	1394	65	450	3553	1098	332	4487	1005	375	1550
Children Reserve Books?	Yes	?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
Present Building Suitable?	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	No	Yes	Yes
Plans for New Building?	No	No	No	No	No	No	No	No	No	No	No	No	No	No
Subject Collections														
Eugene Manlove Rhodes	x													
Southwest			x		x	x	x		x	x	x		x	
Geology and Petroleum Geology								x	x					
New Mexico Penitentes												x		
Santa Fe Trail												x		
Mining														
D. H. Lawrence														
American Indians														
Gardening														

Portales	Raton	Santa Rosa	Silver City	Springer	Taos	Truth or Consequences	Tucumcari	Roswell	Albuquerque	Artesia	Gallup	Clayton	Los Alamos	Aztec/Altrurian	Santa Fe
1528	930	1493	1730	276	850	675	925	3957	24084 vols	1375	2638	289			5931
Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Yes (New)	Yes	Yes	No	No	No	Yes	Yes	No	No	Yes	Yes (1969)	Yes	?	Yes	No
No	No	No	In process of adding	No	1970	No	No	Yes?	1972 (if bond issue is o.k.)	No		No	Yes 1972	No	No
x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
			x					x							
			x												
					x										
											x				
															x

TABLE 1 (Continued)

	Alamagordo	Carlsbad	Corrales	Dexter	Deming	Estancia	Eunice	Farmington	Grants	Hatch	Hobbs	Las Vegas	Lordsburg	Lovington	Portales	Raton
Staff Education -																
In Service			Vol.		x										x	x
Library School Attendance								x								
Time off with Pay								x								
Tuition Allowance																
Professional Activities	x										x				x	x
Staff Organization															x	x
Attendance at Conventions, etc.	x	x			x		x	x	x	x	x	x	x	x	x	x
Time with Pay	x	x			x			x	x	x		x	x	x	x	x
Expense Allowance	x				NMLA			x	x		x		x	x	x	x

*

Portales	Raton	Santa Rosa	Silver City	Springer	Taos	Truth or Consequences	Tucumcari	Roswell	Albuquerque	Artesia	Gallup	Clayton	Los Alamos	Aztec/Altrusian	Santa Fe
x	x	x				x	x	x	x	x	x	No	*		x
													*	1	
x	x	x				x								x	
x	x	x		x											
x	x	x	x	x	x	x	x	x	x		x		x	x	x
x	x	x	x	x			x	x	x		x		x		
x	x	x	x	x	x		x	x	x		x		x		x

* Being planned

TABLE 2

STRONG POINTS AND GREATEST NEEDS REPORTED BY PUBLIC LIBRARIES RESPONDING TO QUESTIONNAIRE[1]

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	1
Strong Points																	
Collection							x										
Periodicals		x															x
Reference	x	x	x														x
Popular				x	x	x		x	x			x		x			
American Indian																	
Southwest	x		x		x												
Personnel		x									x					x	
Children's Services	x		x	x	x								x				
School Services				x						x			x				
Interlibrary Loan																	
Community Service								x		x	x			x	x	x	
Variety of Services															x		
Good Building								x			x						
Accessibility							x								x		
Meeting Room																	
Volunteer & Community Interest									x							x	
Cultural Development										x							
Service to a 3-State Area																	

---

1. Items in this table were not listed on the questionnaire but were volunteered by librarian. As these are opinions of the individual librarians, we have assigned a code instead of using the names of individual libraries.

15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
									x						
		x									x				
		x	x								x				
												x			
				x											
			x										x		
	x	x	x				x	x	x		x			x	
					x										
x	x			x	x		x						x		
x								x							
x															
													x		
	x											x			
						x									

TABLE 2 (Continued)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Greatest Needs																	
More Hours of Service		x												x			
More and/or Better Educated Staff		x		x			x	x	x					x		x	
In-Service Training			x														
Finances							x				x		x				
Increased Book Budgets			x			x		x			x					x	
Better Salaries						x		x	x								
More State Aid															x		
Continuing Community Support						x											
More Materials																	
More Periodicals											x						
Nonprint Media/Equipment	x	x			x					x			x				x
How-to-do-it Books																	x
Reference Materials	x		x														
Building																	
More Space								x				x	x	x	x	x	x
Branch Library with Parking																	
Bookmobile																	
Public Relations																	
Discussion Groups																	
Art and Music Appreciation Areas																	
Regional System															x		
Contact with County People	x																

4	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
x																
x		x		x	x		x		x	x			x			x
								x								
					x	x			x		x			x		
		x														
	x													x		
												x				x
			x	x						x			x		x	
			x													
													x	x		
x	x	x	x	x		x			x							
															x	
															x	
					x											
											x					
											x					
	x															

V. SCHOOL LIBRARIES

School libraries in New Mexico vary greatly from district to district, often with wide discrepancies within the same school system. We were given a list of schools to visit, these and other schools visited are listed in Appendix B. We were able to observe at first hand both libraries containing the latest in multimedia resources and libraries in isolated mountain villages, operating in very small quarters, with very few materials of any kind. We were able to talk with coordinators and librarians in many districts, and we are grateful for their candid comments. In addition, we circulated a questionnaire to school librarians (Appendix D) and the responses, summarized in Table 3, have been useful in assessing school library resources and needs.

The visits and questionnaire responses made real to us the many problems which are confronting school librarians. Many should be commended for their efforts to provide services in areas which are isolated and very poor. The vast differences in the composition of the population, often among schools in the same district, increases the professional demands on these librarians. Many lack space and books, not to mention the newer-media materials, and few have a sense of any regional cooperation or aid coming their way.

Such shortages make imperative a system of shared services among public, school, and even academic libraries. Efforts must be made to achieve close coordination among libraries within similar regions so that materials can be shared and ideas generated and applied. In many regions, outside coordinators would add a fresh stimulus to the efforts of local school librarians, bringing in information and ideas about the newest media and ways to use them.

The Standards for School Media Programs[1] is a useful reference in setting goals for school libraries in the state. The principles quoted below from the Standards (p. 1) are also those of this report:

> The educational experiences which will be most helpful must be identified, and the most effective tools and materials located. The pupil will not only need to learn skills of reading, but those of observation, listening

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[1] American Library Association and National Education Association, Standards for School Media Programs, 1969.

> and social interaction. He will need to develop a spirit of inquiry, self-motivation, self-discipline, and self-evaluation. He will need to master knowledge and to develop skills. Ultimately he must communicate his ideas with his fellows. In this entire process the media program, its staff, and its center play vital roles.

We believe that a full use of all media is essential in the education of school children and the enrichment of a whole community.

A. SERVICES

One measure of the services provided by a school library is the number of hours that the library is open. Of the 190 school libraries that returned our questionnaire (see Appendix D), only nine are ever open evenings or after school hours. Of the 181 which are open only during school hours, nine have limited daytime or weekly hours. Only 39 of the school libraries are open during school vacation periods, many of them using ESEA Title IV funds to remain open during summer school sessions. Communities cannot afford to allow such a limited use of school library resources. It is possible that a sharing of facilities with local public libraries might increase hours of service for both students and adults. An additional idea would be to train local residents to staff the library, so that it could remain open evenings and Saturdays. Especially with the acquisition of multimedia equipment, the library should strive to extend its services beyond the limited school day hours.

Fewer than half the librarians responding to our questionnaire indicated that they ever use interlibrary loans for either their students or faculty. Although interlibrary loan has not traditionally been used by school libraries, no other kind of library has so much to gain from a liberal sharing of resources with other libraries, of all kinds. Administrators and librarians alike must recognize the importance of this library service to both students and faculty. It is especially important that students in isolated or Spanish or Indian areas of the state gain access to materials from the large but distant public libraries. Many librarians commented on the questionnaire that they would extend ILL privilege to other school libraries if asked, but that they had never been asked. The benefits of interlibrary loan must be made real to school librarians, and the resources in other parts of the state communicated to them, so that they will feel free to draw on these resources.

This lack of participation in interlibrary loan seems to be part of a statewide failure to take advantage of any kind of interlibrary cooperation. Only 12 out of 190 librarians expressed any need for a statewide communication network which would include school libraries. Twenty-six of those responding to the questionnaire left the question blank, and 36 indicated that they felt no need for this service at all. Many of these explained that they considered their resources already adequate, or that any system involving school libraries would involve more bureaucratic work than it would be worth. It is astonishing that the benefits of cooperation are not more real to librarians, and that the shared resources and expertise and sense of community which can result from such cooperation have reached so few.

B. RESOURCES

Of the 190 school librarians who replied to the questionnaires, 132 indicated that they have a professional collection available to the faculty in their school libraries. Many explained, however, that this collection is kept in the principal's office, or in a Regional Center office. We believe an adequate and growing professional collection is an essential part of any school system and belongs in the school. The Standards for School Media Programs (p. 33) states that:

> Administrators, classroom teachers, media specialists, and other members of the faculty must have easy access to professional materials for quick consultation and reference. These materials are necessary so that the staff can keep abreast of trends, developments, techniques, research and experimentation both in general and specialized educational fields.
>
> The collection of professional materials in a system media center does not remove the need for a professional collection in the school building.

We affirm that every school library should have easily available for all the staff a professional collection which reflects the newest developments in the fields of librarianship and education. Especially in more remote areas, information about nonprint media and their uses in education should be provided and regularly updated. One suggestion is to place professional literature collections already in the schools in the faculty lounge, where they can be easily referenced by all the staff. Bookmobiles could also develop their own collections of professional literature, which would supplement those in each school. Cooperative agreements with local public libraries might also be useful in building and expanding professional collections.

The general book collections of school libraries are also often inadequate. Forty of the librarians answering our questionnaire said one of their greatest needs was for books, professional and reference books and also new and up-to-date titles for their general collections. One hundred thirty-seven librarians, including 51 in elementary schools, 41 in junior high schools, and 45 in high schools, checked low-vocabulary, high-interest materials as among their greatest needs. Thus, although some school libraries are equipped with multimedia resources, others are unable to provide even the basic printed materials for their students. Several librarians indicated a need for bilingual materials for students of all ages. In many parts of the state English is a second, or even third language for much of the population. State funds should be available in these areas so that this language discrimination does not continue. Reading materials should not be a problem for students of any age level or reading ability.

To quote from the Standards for School Media Programs (p.5), "Education of high quality is expensive, but far more costly is the waste of human resources in poorly educated students whose talents are lost to this nation." Students must be reached while still young, and excited by the possibilities of learning and growth. Especially for children from Indian and Spanish families, audiovisual materials can provide colorful and diverse experiences, and can engage their imaginations and expand their awarenesses. Too many areas of the state are without the necessary equipment to provide these experiences to school children. Only 11 libraries responding to our questionnaire indicated that they have facilities for closed-circuit TV. Audiovisual materials of one kind or another were checked by 69 librarians as one of their greatest needs. Many said that their schools have film projectors or tape recorders, but that these are not kept in the library; often there is no one adequately trained to maintain and service the equipment.

Regional media centers, as suggested in the Standards for School Media Programs, could serve here to purchase, service, and distribute expensive equipment, especially for small and remote school systems. Personnel at these centers would provide advisory, consultative, and information services to school librarians not trained in the use of audiovisual materials. The centers would house books as well as audiovisual materials; special rotating collections of all types of materials could be developed, to serve the special needs of each region. Current advancements in education must be realized in all regions of the state, so that citizens of any background, age or level of previous education may benefit from the learning experiences they afford.

C. PERSONNEL

Equally pressing as the need for more materials is the need for more trained personnel to run the libraries and media centers in the schools of New Mexico. Twenty eight of the respondents to our questionnaire, 19 of them from elementary schools, said they have no professional or certified librarians on their school library staff. Many of the 132 who said they have one professional on the staff indicated that the professional is shared with other schools and works part time at each.

Well-trained librarians are essential if materials are to be properly selected and imaginatively used in the school library. Here again, regional media centers could play a vital role, in educating and re-educating teachers, administrators, and librarians in the development of school media resources. Paid in-service training should be part of a statewide program to improve the quality of professional staff. Courses in library usage should be required in schools of education so that teachers can be useful in helping to run school libraries. In the smaller school systems where librarians still have to divide their services among several schools, teachers might provide important auxiliary help. The expertise required to make creative use of audiovisual materials must be developed in all school libraries across the state.

Another manifestation of this same staff shortage problem appears in the fact that 113 librarians out of 190 reported that they have no clerical help in their school libraries. In addition, many librarians commented on the questionnaire that they were still required to divide their time between running their library and auxiliary duties such as supervising study halls. It seems obvious that trained clerical help is still one of the greatest needs in school libraries. Professional librarians should be free to devote their energy and time to activities directly related to the objectives of the school library. It is doubtful whether any librarian who has other demands on her time can adequately build and maintain a media collection. Funds should be provided so that adequate clerical assistance, in accordance with school library standards, is provided in all libraries. Where the need is most pressing, parents and other community volunteers could be trained by regional coordinators to assume some of the responsibilities.

Valuable professional time is also being spent on ordering, cataloging, and processing books. One hundred thirty-seven of our school library respondents said that they are responsible for these very time-consuming tasks. Several districts in the state already have centralized processing facilities to serve the schools. Many librarians complained of difficulties with using jobbers and commercial services, often resulting in a failure to fill book orders and obtain Wilson or Library of Congress cards. Funds have been lost because of these difficulties. However, the cost of having individual librarians do their own cataloging and processing is equally great, especially in small libraries.

D. BUILDINGS AND EQUIPMENT

Although several school districts in New Mexico already have new and well-equipped media centers, at least 123 schools in the state, according to our questionnaire, are operating in areas of 2000 square feet or less. It is evident that more space for storage, workrooms, equipment, and seating is still a basic need in many libraries. Seventy-three of the questionnaire returns indicated that lack of floor space, shelving, or furniture was one of the most acute problems. This, combined with our observations that many libraries are also being used for classes and study halls, presents a picture of difficult, if not impossible, conditions for many librarians.

This need for space will become more acute as libraries increase their collections of nonprint media and the equipment necessary to use these resources. The Standards for School Media Program should be kept in mind in any assessment of the value these resources will have in such obviously cramped quarters. Adequate space for viewing and listening, meeting, browsing, displays, and storage of materials, should be of primary importance in any library planning. Carpeting, lighting, and furniture--particularly furniture in the right size for students using the library--are necessary to make the library attractive, comfortable, and pleasant to use.

E. CONCLUSION

We recommend that appropriations for school library materials be substantially increased, if not doubled. Paid clerical assistance should be provided in all libraries presently without clerks, and increased where necessary. Seminars and regional conferences including all librarians should be instituted, to familiarize librarians with the newest developments in the use of nonprint media. Physical facilities should be enlarged and diversified, in accordance with the latest standards for media centers. We believe the Standards for School Media Programs offers valuable recommendations in this regard.

Whenever possible, the particular needs of a community or region should be kept in mind in planning for new facilities and services. The various languages and traditions in the New Mexican population should be reflected in the collections of book and audiovisual materials in each media center and encouraged to flourish within the institutional framework. Adequate facilities and a well-trained staff, in accordance with the proposals set forth in this report, will increase a library's chances of involving previously alienated sections of the population.

The Education Department of the State of New Mexico needs to revitalize its library program by providing substantial support at the top level. In our opinion, the administrator's office should employ three to five professional librarians, whose responsibilities would include consulting with the many school librarians--and those acting as school librarians--in the state, coordinating efforts between and among districts, and taking the lead in building resources within the schools as effectively as possible. Workshops, recruiting, media lists, and above all inspiration and encouragement are responsibilities to which this group must address itself. In our opinion a school library program for New Mexico is doomed if support is not provided at the highest level.

TABLE 3

SUMMARY OF 190 RESPONSES TO THE SCHOOL LIBRARY QUESTIONNAIRE

	Yes	No
1. Is the school library open other hours besides the regular school day?	9	181
2. Is the library open during school vacation periods?	39	151
3. Do you request books and other materials on inter-library loan		
a) for students?	76	114
b) for faculty?	85	105
4. Do you honor inter-library loan for students from other schools?	88	102
5. Is your library participating in any cooperative projects with other libraries or with other school libraries?	32	158
6. Is there a need for a statewide library communication system which would include school libraries?	128	36 (blank: 26)
7. Is there a professional collection in your library for the faculty?	132	48
8. Do you order, catalog, and process materials in your library?	137	53
9. Do you have on the staff of your school library		
a) a professional librarian?	162	28
b) a clerical assistant?	76	114
10. Does the square footage of your school library exceed 2000 feet?	67	123

VI. ACADEMIC LIBRARIES

A. THE ROUSE REPORT

A special study of New Mexico's academic libraries was prepared for ADL by Dr. Roscoe Rouse of Oklahoma State University. Dr. Rouse's report is included with almost no alterations as Appendix A of the present report. It is a careful evaluation of the library resources of five major academic institutions in New Mexico: Western New Mexico University, New Mexico State University, New Mexico Highlands University, the University of New Mexico, and Eastern New Mexico University.

Dr. Rouse concludes that in comparison with the resources of academic libraries in other states, those of even the best of New Mexico's academic libraries are "woefully inadequate," and that the curricula in the states universities exceed both in scope and in depth the capacity of the libraries to support them. He sees the solution to the problem as coming partly through efforts on each campus to ensure that as new programs are planned their resource requirements are identified and provided for, and partly through greatly increased coordination of programs among academic libraries and sharing of materials among these libraries and between them and other libraries. He finds the professional staff at the academic libraries to be capable and generally forward-looking, and he believes that they can be a major source of strength and support in any statewide system of interlibrary cooperation.

To supplement Dr. Rouse's study, which covers selected libraries in depth, we made some visits and circulated a questionnaire to obtain basic statistical information on a larger number of libraries. Our findings, presented briefly in this chapter, support Dr. Rouse's conclusions.

B. A PROFILE OF NEW MEXICO'S ACADEMIC LIBRARIES

Tables 4-6 at the end of this chapter are tabulations of the responses to our questionnaire. The questionnaire was sent to all 21 academic institutions in the state; thirteen replied. The text of the questionnaire and a list of the respondents appear in Appendix E.

As Dr. Rouse points out, the book budgets of academic libraries are low. Audiovisual budgets are virtually nonexistent except at Eastern New Mexico University, and even there the AV budget is only about 10% of what it should be. Six, or fewer than half of the responding libraries, have projectors and recorders, and four indicated listening center facilities.

Most of the libraries responding to our questionnaire do have some form of microform viewing equipment, and five have substantial holdings of various kinds of microform. Of particular significance are the microcard holdings of the University of New Mexico and microfilm holdings of Eastern New Mexico University and microform holdings of New Mexico Highlands University. Eight libraries have access to a computer.

Of special note is the lack of teletype facilities connecting the various academic installations. Distance is a problem in New Mexico, and if cooperation is to take place effectively, better means for communication will have to be found.

Seven of the librarians indicated that their buildings were adequate for their immediate and short-range needs. Three libraries do not have Saturday hours and one of these, plus one other does not have Sunday hours.

Book cataloging and processing together take up a significant portion of the staff's time at many of the academic libraries. The classification system in use tends to split evenly between Library of Congress and the seventeenth edition of Dewey. As might be expected the larger institutions use the Library of Congress system. For the most part, these institutions indicated that they accept cataloging and classification as offered by the Library of Congress.

The questionnaire included an item asking librarians to estimate the cost per volume of cataloging and processing. Respondents were asked to indicate which of the following factors were taken into account in the estimate: staff, materials, equipment, prorated building costs, catalog maintenance, or other (which they were asked to specify). Table 5 includes the responses to this item. Most of the respondents included staff and materials in their estimates; some also included equipment, catalog maintenance, or other costs; no one included prorated building costs. Most libraries indicated that the cost of cataloging and processing a volume exceeds \$3.00 and five said that it exceeds \$5.00.

Many of the ingredients for the establishment and operation of a successful centralized processing unit appear to be present. What is lacking is the combined volume, which in academic institutions would not be enough to support a full processing center. However, the librarians' demonstrated willingness to cooperate with other academic institutions generally, and specifically in the area of ordering, cataloging, and processing,

2

is a hopeful sign for the development of some form of centralized cataloging, with processing to come later, perhaps, as volume increases.

C. INTERLIBRARY COOPERATION

Although academic libraries in New Mexico are generally weak when compared with their counterparts in other states, they stand out as towers of strength when compared with any other type of library in New Mexico except special libraries. Clearly, any network likely to develop in New Mexico, cutting across the various types of libraries, will necessarily have to depend on active participation by academic libraries if it is to succeed. At the same time, the academic libraries face the possibility of being asked to extend services beyond what may appear to be their original mandate -- and for the most part without the resources to do it.

Part of the problem is internal to each university. As Dr. Rouse has pointed out, new courses or graduate programs are being started without proper library backup and therefore place unusually heavy demands on interlibrary loan. However, the problem could be partially alleviated by some statewide coordination with respect to the development of curricula in the various institutions. Although the presidents of the several universities are members of a council that meets regularly, little such coordination is evident. The question has even been raised of whether there are at this time actually too many universities and colleges in New Mexico, and a study designed to investigate this question is now under way.

Meanwhile, junior colleges are also developing at a rapid rate; a two year college will soon open in Albuquerque. Without more coordination of curricula and library resources, the same problems are likely to arise in these institutions.

Coordination on some matters already exists. For instance, New Mexico's academic institutions and their libraries are members of the Southwest Academic Library Consortium. The Consortium (which includes several out-of-state libraries) meets chiefly to come to agreements upon projects which are to be funded under the Higher Education Act and which require cooperative and unified action. Another function of the Consortium is an agreement whereby various academic libraries exchange xerox copies of requested materials. Records are being kept of these transactions during a trial period; a decision will then be made on whether the service should be free of charge or whether libraries should be billed for the materials they are sent. Los Alamos Laboratory, although not an academic library, furnishes a great deal of copied material; for fiscal reasons it declines to submit bills or to accept payment.

What is needed now is an extension of the coordination concept to address the basic problems of academic libraries. We believe that institutions should have available the services of a full-time coordinator. This coordinator could be located either at the State Library or at a high level within the educational structure of the state, but not on the staff of any particular library. One of his responsibilities would be to see that the total academic library problem is presented clearly to the legislative and educational complex. In an expanding situation, with new courses, programs, and indeed new schools developing, the weakness of the current academic library support must be clear for all to see, and the development of academic libraries must not be permitted to fall further behind if they are to offer even a minimal level of acceptable service to their faculties and student bodies.

In addition, this person would look for ways of coordinating the resource-building efforts of academic libraries and placing them in the context of an overall plan for the development of instructional programs and areas of specialization. Plans must include sufficient support at the state level to allow these libraries to take their proper place in an emerging statewide library network.

TABLE 4

ACADEMIC LIBRARY EXPENDITURES REPORTED IN QUESTIONNAIRE RESPONSES

		Total	Books	Periodicals	Microforms	Other Materials
1.*.	New Mexico State University Grants Campus	$ 17,400	$ 10,000			
2.	University of New Mexico	848,100	261,000			
3.	New Mexico Military Institute	45,400	8,500	2,900	600	-----
4.	Eastern New Mexico Roswell	49,000	20,000	2,000	2,000	2,000
5.	College of the Southwest	15,000	4,000	750		
6.	New Mexico Institute of Mining & Technology	63,460	9,666	15,100		
7.	University of Albuquerque	74,100	35,000	4,000, incl. binding		
8.	New Mexico Highlands University	109,800	26,450	18,650		
9.	Eastern New Mexico, Portales	272,774	60,523	30,000	5,000	6,000
10.	St. John's College	39,150	7,500	2,000	-	1,000
11.	New Mexico Junior College	99,877	44,500	3,000	800	3,200
12.	Western New Mexico College	117,088	28,000	12,050	8,176	950
13.	New Mexico State University	594,115 (includes Title II funds)	153,965	96,000		

* Numerals used to identify libraries in Table 5 correspond to arrangement in Table 4.

1. Items not listed on questionnaire; volunteered by respondents.

Binding	Equipment	Staff	Other[1]
No		$ 7,400	
	$ 5,000	456,500	
$ 1,250	1,800	29,400	Students $650 Travel $300
1,000	3,000	19,000	
250		10,000	
4,500	800	29,744	Supplies $1400 Students $3000
	550	31,000	Supplies $3500 Memberships $50
6,000	5,000	53,700	
9,523	9,453	152,298	
150	-	28,632	
1,500	5,500*	40,977	Supplies $2400, Photocopying $1500 Audiovisual film rentals $2,000
4,500	250	52,562	$10,600, Audiovisual Supplies $1700 Audiovisual equipment $200, Student Assistance $7700 Instate Travel $350
25,000	15,750	289,940	Looseleaf Service $500, Bibliographies $150, Travel, etc. $13,640

*Not included in the $99,877 total

TABLE 5

SERVICES, EQUIPMENT, AND RESOURCES REPORTED BY ACADEMIC LIBRARIES RESPONDING TO QUESTIONNAIRE[1]

	1	2	3	4	5	6	7	8	9	10	11	12	13
Equipment													
Microform Readers		25		1			1				8	3	
Microfilm		13	1			2	6	5	6	4	8	2	8
Microcard		2				1		2	2			1	2
Microfiche		7				1		1	4				3
Other		1											
Reader Printers		2	1						2				1
Teletype													
Record Machines		5	1	1	1				16	1	7		
Photocopy Machines		9	1	1	2	1	1	1	2	1	1	1	4
Projectors		*			2		10		57		52	30	
Tape Recorders		1			1		5		27	2	3	10	
Closed Circuit TV													
Dial Access Units													
Listening Center													
Number of Positions		39							27		32	5	
Number of Channels		10							9		10	5	
Access to Computer		x				x	x	x	x		x	x	x
IBM 360/40		x							x				
IBM 360/44						x							
NA							x						
No Answer								x					
IBM 1401											x		
IBM 1130												x	
IBM 360													x

* Media Center

[1] Numerals used to identify libraries in Table 5 correspond to arrangement in Table 4.

TABLE 5 (Continued)

	1	2	3	4	5	6	7	8	9	10
Resources										
Microforms								15,000	49,923	
Microfilms		15,383	1,408	250		315	6		29,923	
Microfiche		87,357				1,000			8,000	
Microcards		185,712							12,000	
Other										
Films		MC					4		4,000	
Tapes		2,117			14		280		350	888
Filmstrip	5	MC			10		165		300	
Pictures		16,000					No Count		150	
Records		6,829	2,000	425	200	15	1,500		2,700	1,544
Transparencies	34									
Slides					29				2,000	
Maps and Charts										
Pamphlets										
Reporting Services										
Government Depository	No	Yes	No	No	No	No	No	Yes	Yes	No
Complete		x								
Partial								x	x	
Outstanding Subject Collection										
Materials in Portuguese		x								
Southwestern U.S.		x								
Ibero-Americana		x								
Southwest Military History			x							
Senator Dennis Chavez Papers							x			
Arrott Collection of Western Miltary History								x		
Golden Age of Spanish Literature								x		
Early Western Newspapers								x		
Fr. Stanley Crocchiola									x	
Williamson-Hamilton Science Fiction									x	

9	10	11	12	13
49,923			5,019	67,763
29,923				
8,000		1,003	1,241	
12,000				
			3,578	
4,000			Est.	
		44	500	
350				
	888	12	700	
300				
		94	1,000	
150				
		126		
2,700			Est.	
	1,544	675	400	
		1,138		
2,000				
		1,595		
		545		
		4,167		
		9		
Yes				
	No	Yes	No	Yes
x				
		x		x
x				
x				

TABLE 5 (Continued)

	1	2	3	4	5	6	7	8	9	10	11	12	13
Business									x				
Southwest History												x	
17th and 18th Century Russian History												x	
State and Foreign Agricultural Publications													x
Subject Collections Likely in Response to Curriculum Change													
Vocational	x												
Vocational-Technical				x									
Social Sciences						x							
Computer Sciences						x							
Biology						x							
History						x							
Anthropology									x				
Biological Sciences									x				
Petroleum Technology											x		
Nursing Education											x		
Astronomy													x
Periodicals a Major Resource?	No	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No	Yes	No	Yes
Open to Residents?	x	x	No	x	x	x	x	x	x	x	x	x	x
For reference only	x	x		x	No	x	x	No	No	No	No	x	No
Undergraduates included in Interlibrary Loan?	x	No	x	x	x	x	x	x	x	No	No	x	No
Catalog and Process own Books?	x	x	x	x	x	x	x	x	x	x	x[1]	x	x
Staff													
Professional	1	15	1	1	1		3	1-1/2	2	1		1	1
Clerical		27	1	2	1	2	4	1	4	3	2	1	5
Student	2	21			1		16	5	12	25	*	6	4
Does Professional Staff hold Faculty Rank?	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes

1. Done by University Microfilm's College Library Service, beginning 1969-1970.

TABLE 5 (Continued)

	1	2	3	4	5	6	7	8	9	10	11	12	13
Classification System													
LC	x	x		x				x	x	x		x	
Dewey - 17			x		x	x	x	x			x		
Dewey - Other													
UDC													
Other													
Accept LC?	Yes	Yes	Yes	No	Yes	Yes	Yes	*	Yes	Yes	Yes	Yes	Yes
Cost of Processing													
Less than $1.50				x									
$1.50 to $3.00						x	x						x
$3.01 to $5.00		x						x			x	x	
Over $5.00	x		x		x				x	x			
Factors Included													
Staff		x	x	x		x	x	x	x	x	x		
Materials	x		x	x		x	x		x	x	x		
Equipment			x				x		x		x		
Prorated Building													
Catalog Maintenance	x						x		x	x	x		x
Other:[1]													
"Actual Cost of Materials"[2]					x								
Binding									x				
Exchange									x				
U. S. Government Documents									x				

* Classification only.

[1] Items not listed on questionnaire; volunteered by respondents.

[2] Meaning not clear from questionnaire response.

TABLE 5 (Continued)

	1	2	3	4	5	6	7	8	9	10	11	12	13
Do You Participate in Cooperative Programs?	No	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
With Academic Libraries	No	Yes	Yes	Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Southwest Academic Library Consortium		x	x	x		x	x	x	x		x		x

TABLE 6

COOPERATIVE PROGRAMS AND ACTIVITIES IN WHICH ACADEMIC LIBRARIES RESPONDING TO OUR QUESTIONNAIRE WOULD LIKE TO PARTICIPATE[1]

Code Numbers -	1	2	3	4	5	6	7	8	9	10	11	12	13
Cooperative Programs													
With Academic Libraries	x	x	x	x	x	x	x	x	x	x	x	x	x
With Public Libraries	x			x		x	x	x		x		*	x
With Special Libraries	x	x		x	x	x	x		x	x	x	*	x
With School Libraries	x		x			x	x			x		*	
Activities													
Centralized Processing		x	x	x	x			x		x			x
Bibliographic Tools	x		x	x		x	x	x		x	x	x	
Communications Network			x	x	x	x			x	x		x	
Reference Center		x		x		x	x	x		x			
Workshops	x			x	x		x		x	x			
Specialized Consulting				x		x		x		x	x		
Other:[2]													
Acquisition of Nonprint Media										x			
Interlibrary Loan	x												
Storage Facilities				x									

* Perhaps.

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1. Opinions have been coded so that the names of respondents could remain anonymous.
2. Items not on questionnaire: volunteered by respondent

VII. SPECIAL LIBRARIES

Perhaps in no other state do special libraries account for so large a portion of the total library resources, professional staff, and influence on the library community as they do in New Mexico. For the most part these libraries have given every indication of willingness to participate in a network so long as the institution involved permits it, and the policies of the institutions have generally been quite liberal.

With few exceptions, the special libraries will honor referrals. Five of the 23 special libraries answering the questionnaires indicated they were open to the general public, and several more accepted the idea of making resources available for reference only or for special research projects. Practically all participated in interlibrary loan programs.

The types of special libraries found in New Mexico vary widely as to type, support, mission, and size. The libraries at the Los Alamos Scientific Laboratory and Sandia Laboratories are technical libraries in the forefront of their fields, with the best book and periodical budgets, and perhaps the strongest professional library staffs, in the state. There are several military base libraries, a law library, a medical library, and several widely scattered and modestly supported museum, foundation, and governmental libraries.

Most of the libraries emphasize current materials, with a substantial portion of the resources budget assigned to periodicals and various types of microform. This is particularly true of the technical libraries.

Effective communication is important to most special libraries, and for that reason or because of a broad need on the part of the institution in which they are housed, nine of the special libraries responding to our survey have access to WATS lines. Four indicated that TWX service is available, and three that the Federal Telecommunication System is in use.

Most of the libraries use either the Library of Congress or Dewey Classification system. A few use specialized schemes because of the nature of the collections.

Except in two of the libraries, the number of titles added each year is fairly small. The average cost for the larger libraries is quite high due to the nature of the material added. Special tools such as VSFM and other microform data bases are to be found, as well as substantial holdings of microcards, microfiche, classified reports, etc. Perhaps of special interest is the availability of various bibliographic tools, some of which are not to be found in other libraries in the state.

We feel that one of the arguments for library cooperation and establishment of a network in New Mexico is the existence of the special library complex, with the enthusiasm and professional attitude that members of the staff have demonstrated. With some limitations, these libraries appear willing and able to participate, possess a wealth of material not found in other libraries in the state, and show a freedom from the kind of competitiveness which has sometimes impeded interlibrary cooperation in other states.

Given the outstanding strength of several of the special libraries in the state, it may seem difficult to see how public and academic libraries can provide a commensurate amount of support in return for services that the special libraries may offer. In reality, though, few special libraries can expect to maintain in their own collections all the material that might be needed by their users. Research often requires supporting material, frequently nontechnical, the need for which cannot be accurately predicted. This problem can be, and is, addressed partly through cooperative relationships with other special libraries. However, these libraries cannot meet every need. Here the larger public libraries -- Albuquerque and Los Alamos -- plus the academic institutions and the State Library can be of great help.

In addition, it is our belief that the building of a network organization, the improvement of resources in other types of libraries, and the institution of an efficient communication system tying various types of libraries together will ultimately increase the efficiency of most of the special libraries. Probably no single recommendation will be more useful than one providing a filtering agency through which the flow of interlibrary loan requests and materials can be handled. Such an agency could see that a particular library receives only requests that are appropriate to its resources and would also provide a mechanism for locating materials throughout the state.

Special libraries will undoubtedly also benefit from the development of inventory or bibliographic tools, either for New Mexico or on a multistate or regional basis.

The questionnaire responses returned by special libraries are summarized in the tabulations which follow. A copy of the questionnaire and a list of the respondents appear in Appendix F.

TABLE 7

KEY TO INSTITUTIONS LISTED IN TABLE 7

1. Air Force Weapons Laboratory Technical Library
2. Fort Bayard Library of Fort Bayard Hospital
3. Department of Development, Industrial Division Library
4. Kirtland AFB, Base Library
5. Kit Carson Memorial Foundation Inc. Historical Research Library
6. Lasseter-Foster Memorial Library of the Lovelace Foundation for Medical Education and Research
7. Los Alamos Scientific Laboratory Libraries
8. Manzano Base Library
9. Museum of New Mexico, History Library
10. New Mexico Health and Social Services Department Library
11. New Mexico State Hospital Medical Library
12. Sandia Base, Field Command Technical Library
13. Sandia Base, Medical Library
14. Sandia Laboratories, Technical Libraries
15. Supreme Court Law Library
16. Holloman Air Force Base, Office of Research Analyses, Technical Library
17. Veterans Administration Hospital, Medical Library
18. University of New Mexico Law Library
19. Wingate High School Library, Fort Wingate
20. University of New Mexico, Fine Arts Library (Branch)
21. Sandia Base, Special Services Library
22. Presbyterian Hospital Center Medical Library
23. University of New Mexico, Library of the Medical Sciences

TABLE 7

SERVICES, EQUIPMENT AND RESOURCES REPORTED BY SPECIAL LIBRARIES RESPONDING TO QUESTIONNAIRE

	1	2	3	4	5	6	7	8	9	10	11	12
Librarian -												
Department Head	No	Yes	No	Yes	Will be	Yes	No	Yes	No	No	No	Yes
Staff -												
Professional	6	1	1NP	2	Dir.	5	15	1	1/2	1		3
Clerical	6			3PT		6	18	1			1	5
Library Technician				1								
Degrees -												
Bachelor	2			1		5	9		1			
BS in Library Sc.	1	1					2					
AB and BS in Library Science	2											
Masters Degree						2	4			1		
MS in LS	1			1		2	6					1
Doctorate												
Law Degree												
Open to General Public	No	No	No	No	Yes	No	Yes	No	Yes	Yes	No	No
For Referral Only	No	No			Yes	No	Yes	No	Yes	No	Yes	
By Referral Only	Yes	No				Yes		No		No	Yes	
Honor a Referral?	Limited	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No

12	13	14	15	16	17	18	19	20	21	22	23
Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
3	1	20	2	2	2	5-3/4	3	2	2	1PT	5
5		37	3	1	1	8	1	3 Students 14 PT	3		9
	1	4	2	1	1	7	3	3	2		1
		2		1	1			1			
		4									
1		6	1		1	4		1	1	1	5
		1									1
						2					
No	Yes	No	Yes	No	No	Yes	No	Yes	No	No	Yes
		No				Yes		Yes	No		Yes
	Yes	No			Yes			No	No		Yes
No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

TABLE 7 (Continued)

	1	2	3	4	5	6	7	8	9	10	11
Interlibrary Loan	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	No
Expenditures											
Books	$13,335	$ 1,300	No separate budget	$ 6,500	$ 547	$ 5,713	$110,000	$ 1,052		$ 100	$ 639
Periodicals	19,687			4,000	76	(14,205	155,000	118		150	
Binding	1,803					(	18,500			50	
Equipment		50		10,000		500	8,000			100	
Salaries	99,416	4,560		23,500		87,105	281,000	14,549		6,400	
Other[1]						16,038	75,000	Records $406			
Rental Service											
Recordings											
Technical Reports	4,500										
TWX						850					
Computer Usage						8,884					
Supplies					20	3,936					
Travel						1,017					
R & D						1,400					
Reprints							65,000				
Translations							10,000				
Supporting Services											
Computer Time	x						x				
Programming Assistance							x				
Purchasing and Business Activities	x				x	x	x			x	
Reproduction and Photography	x		x	x	x	x	x			x	
Communications Equipment	x						x			x	
WATS Line	x	x	x	x		x				x	
TWX	x						x				
Other[1]											
Autovon	x										
Federal Telecommunication							x				

---

[1] Items not listed on questionnaire; volunteered by respondents

10	11	12	13	14	15	16	17	18	19	20	21	22	23
Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
$ 100	$ 639		$ 1,000	$ 90,000	$30,500	$11,300	$ 2,850	$ 8,650	$ 835	In Zimmerman Library Budget	$ 2,688	$ 200	$ 8,862
150			1,200	150,000	1,800	10,250	3,875	34,000	1,714		1,895	400	40,723
50			200	15,000	1,350	2,000	1,930	1,944			958	100	6,103
100					1,000	100		5,056	3,627		1,000	100	1,956
6,400			7,900	NA Policy	33,000	28,300	26,400	58,200	23,229		36,000	4,200	72,454
											1,247		
											230		
							200	5,900					15,138
										See Zimmerman Library			
x			x	x		x	x				x	x	
x		x		x	x	x	x		x			x	
x		x		x		x	x						
x						x					x		x
				x			x						
				x							x		

TABLE 7 (Continued)

	1	2	3	4	5	6	7	8	9
Periodicals Received	420	33	38	180	19	729	4,800	61	31
Paid by Library	382	14	16	All	16	487	All	53	27
Bind Regularly	240			None	None	575	3,000	None	None
Holdings of Unbound Titles									
One year			x				x		
Three years									
Five Years									
Other	Varies	Varies	Some Indef.	2 yrs.	No time limit	Space		x	Indef.
Periodicals on Microfilm	None	None	None		None	8	1	None	None
How Many Available in Print?	NA	NA			None	1	NA	None	
Access to Computer	x	No	No	No	No	Yes	Yes	No	No
IBM 1410	x								
Burroughs B5500						x			
IBM 1401							x		
IBM 7030							x		
IBM 7094							x		
CDC 6600							x		
CDC 7600							x		
LASL-designed Maniac II							x		
UNIVAC 1108									
IBM 7090									
CDC 3600									
IBM 360/40									

9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
31	(Est.) 100	19	250	95	2140	300+	348	250	450	44	*	245	110	1596
27	(Est.) 50	All	240	85	All	200+	335	210	-	44		210	36	1176
None	(Est.) 10		100	12	80%	250+	(Est.) 300	200	400+			3	10	
													Varies	
	x								x					
										x				
		x						x						
Indef.			x	-----Varies------			2							Indef.
None	None				15	None	None	None	None					
			?		All									
No	No	Yes	No	No	Yes	Yes	No	No	Not Used	No	No	No	No	Yes
					x									
					x									
					x									
														x

* See University of New Mexico, Zimmerman Library.

TABLE 7 (Continued)

	1	2	3	4	5	6	7	8	9
Duplication of Microfiche Titles	2%				None	None	Thousands	NA	No
Services									
Literature Searches	x	x		x	x	x	x	x	
Subject Bibliographies	x		x	x	x	x	x	x	x
Systems Analysis									
Programming									
Reports Organization							x		
Other[1]									
Research in Medical Literature		x							
Recreation Reading - Patients		x							
Xerox Copies			x						
Translations						x	x		
Guidance in Use of Collections						x			
Interlibrary Loan						x			
Quick Reference						x			
Search Strategy for Machine Retrieval						x			
Book or Journal Purchases						x			
Journal Routing						x			
Editorial						x			
Photoduplication						x			
Binding of Personal Volumes						x			
Selective Dissemination of Information						x			
Publication Assistance and Records							x		
Old Newspaper Files									

---

[1] Items not on questionnaire; volunteered by respondents.

9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
None	None				NA		None	None	None					
	x		x	x	x		x	x	x	x		x	x	x
x	x		x	x	x			x	x	x		x	x	x
	x													
			x											
					x									
						x								
					x									
x														

TABLE 7 (Continued)

	1	2	3	4	5	6	7	8	9	10	11
Equipment											
Microform Reader	L					L	L		L		
Reader Printer	L					L	L				
TWX	A					L	A				
Recording Machines			L			L					
Photocopies	A		L/A	L	L/A	A	L/A			A	
Projectors	A				L/A	A	A				
Tape Recorders	A				L/A	L	A	L			
Other[1]											
Audio-tape Services						L					
"Microfilm to Microfiche Reproduction Equipment"											
Video Tape Recorder											

L: In Library.

A: Available but not in Library.

12	13	14	15	16	17	18	19	20	21	22	23
L		L/A		A		L		L/A			L/A
		L/A		A							
		A			A						L/A
		A			A		L/A	L/A			L
L	A	L/A		A	A	L	L/A	L/A		L	L/A
		A			A		L/A	L/Facility			L/A
	L	A			A		L/A	L/*			L/A
		L									
							L/A				

* Use in library.

TABLE 7 (Continued)

	1	2	3	4	5	6	7	8	9	10	11
Process in own library	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Classification Scheme											
Library of Congress	x									x	x
Dewey		General x		x			x	x	x		
Universal Decimal											
Other		x	x		x	x					
Volumes in Book Collection	12,393	5,361 2,350GL 600ML	2,250	30,500	2,379	6,627	183,000	7,533	2,029	1,250	509
Titles	NA			28,000			49,000	7,533		1,000	
Titles Added	875	120	@ 50	2,200			4,200	881	11	400	
Volumes Added	1,157	330	@ 40	2,200	161	729	8,100	881		450	58
Titles											
Classified Reports		NA				2,500	60,000	NA		None	
Unclassified	158,393	NA				31,500	120,000	NA		5	
Government Specifications and Standards						50	NA	NA		1	
Commercial Catalogs		10			24	175	NA	NA		None	
Internal Company Publications						600	Included in above figures	NA		Several	
Microfiche	32,200					1,200		NA	None	None	
Maps			145					NA			
Distribution of Reports	No	No	No	No	No	No	Yes	NA	No	No	No

10	11	12	13	14	15	16	17	18	19	20	21	22	23
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	*	Yes	Yes	Yes
x	x	x	x	x		x		x		x			
									x	x	x		
					x		x	x				x	x
1,250	509	6,000	2,400	39,000	85,000	18,900	7,418	84,000	10,595	35,552	28,000	800	43,551
1,000				26,000				45,000	9,003	NA		780	15,000
400				2,393			Books 239	4,962	250	NA		50	1,329
450	58			4,176	2,000+	1,040	Journals 300	5,527	250	NA	1,000	50	6,965
None		20,000		Hard copy 31,000		None	None						
5		8,000		Hard copy 48,000			None		50				
1							None						
None				VSMF			150		200		2		10
Several											2	3	
None		50		50,000			None	2 sets		5 (Also microfilm)			
No	No	No	NA	Yes	No	No	No		No	No	No		

* Zimmerman Library, except periodicals and slides.

TABLE 8

COOPERATIVE PROGRAMS, SERVICES AND TOOLS IN WHICH SPECIAL LIBRARIES RESPONDING TO THE QUESTIONNAIRE WOULD LIKE TO PARTICIPATE [1]

Coded	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Cooperative Programs																
With all Libraries				x				x	x				x	x	x	
Only with Special Libraries							x					x				
With Certain Types of Libraries	x					x	x	x		x	x					x
Not at all																
Services																
Acquisitions																
Cataloging	x							x	x	x	x					x
Interlibrary Loan	x		x					x	x	x	x					x
Reference		x	x	x		x	x	x	x	x	x	x		x	x	x
Other: [2] Publicity Programs	x	x	x	x			x	x	x	x		x	x	x	x	x
Undetermined at Present										x						
Statewide Bibliographic Tools																
Union Catalog	x		x	x			x	x	x	x		x	x			x
Union List of Serials	x	x		x			x	x		x	x	x	x		x	x
Union List of Newspapers	x			x				x		x			x			
Special Subject Bibliographies	x			x					x	x		x	x		x	x
Other [2] In our own Field of Interest														x		
Special Reference Services										x						

---

1 Opinions have been coded so that the names of respondents could remain anonymous.

2 Items not on questionnaire; volunteered by respondents.

14	15	16	17	18	19	20	21	22	23
								x	
x	x								
			x	x	x	x			
							x		
		x							
		x							
		x			x			x	
x	x	x	x			x	x	x	
x	x	x	x			x	x		
				x					
		x	x	?	x	x		x	
	x	x	x		x	x	x	x	
					x		x		
	x	x	x		x	Perhaps			
x									

mous.

VIII. CENTRALIZED PROCESSING

To date, the development of centralized processing operations in New Mexico has been inhibited by large distances and by the small size of library collections. In addition with the exception of school librarians, who tend to use centralized processing where it is available to them, few of the librarians questioned during this study were interested in centralized processing for their own use. Only four of the 30 public librarians responding to our questionnaire favored centralization of processing taken in its broad sense to include purchasing, cataloging, and the actual processing operation (pasting in book pockets, typing cards, etc.) four others were willing to see the cataloging or processing operation centralized, leaving purchasing to the individual library.

This chapter outlines very briefly the major existing centralized processing activities sponsored by libraries or educational institutions in New Mexico. It goes on to describe the requirements for a statewide processing center and to suggest as an alternative a center that would provide cataloging and bibliographic services, leaving both ordering and the routine portions of processing to each library.

A. EXISTING CENTRALIZED PROCESSING ACTIVITY

1. Albuquerque Public Schools Library Processing Center

The most noteworthy centralized processing activity in New Mexico is that of the Albuquerque Public Schools Library Processing Center. It has the following profile:

• Constituency	108 schools,	80,000 students
• Volumes acquired annually		101,914
• Titles acquired annually		9,055
• Total holdings of participants		581,985
• Amount of duplication in collection		10-1
• Number of journal titles recorded		3,249
• Amount of nonprint material		
film strips		20,000
records		1,310
tapes		282
• Budget for books		198,409

($1.75 is spent per volume for processing)

Appendix G contains further information on this facility.

2. Roswell Independent School District Materials Center

This is another effort which should receive recognition. Basic data are as follows:

Building		6,500 sq. ft.
Constituency	22 schools	10,000 pupils
Volumes acquired annually		93,000
Titles added annually		15,000
Staff	2 professionals and 3 clerks	

- No data processing activities are currently being used.

3. New Mexico State Library

The New Mexico State Library also does some centralized ordering, cataloging, and processing. Basic information is as follows:

Acquires	17,000 titles annually
Processes	130,000 volumes
Number of journal titles recorded, 1967-68	930
Staff	2 professionals, 3 subprofessionals and 5 clerical

- Library has a semiautomated purchasing routine. Orders are keypunched and lists printed on data processing equipment. Library has keypunch equipment only.

- Department of State has a 360/40 with disc storage, which handles library applications. There is no cost to the library. Some expansion of this computer facility is planned; at present it is 98% utilized.

4. Other Facilities

Other facilities whose processing operations were studied were the Albuquerque Public Library, New Mexico State University, Eastern New Mexico University, University of New Mexico Zimmerman Library, University of New Mexico Medical Library. University of New Mexico Law Library, and Sandia Corporation.

Of these, the University of New Mexico Medical Library deserves additional comment. This library is the New Mexico member of the Medlars System. The library staff is well acquainted with data processing equipment. The original automation plan for this library was based on the IBM library automation package placed on the market in recent years. Recent cuts in the budget have made it necessary to eliminate certain elements of automated systems i.e., printed book catalogs and CRT 1/0 consoles --

but a great many applications are still being maintained.

B. REQUIREMENTS FOR A STATEWIDE PROCESSING CENTER

In evaluating the need for centralized processing, it is also necessary to consider the feasibility of operating successful centers in New Mexico at this time. There are certain conditions that, in our opinion, need to be met if a statewide center or network of centers is to succeed.

First, fully centralized processing is a business which charges a fee for a service. Any state-sponsored operation must demonstrate reasonable competitiveness with commercial processing activities. Some cost differentials could be justified if the center were to utilize information acquired in its operation to do other things such as build bibliographic tools, but there should be no more than a 25% cost differential between this activity and services offered by commercial processing firms. Therefore, the operation must be free of certain traditional state controls. Current state policies would have to be waived to give the center's director the option of hiring and firing, purchasing without bids, and expediting payment of bills. However, an adequate level of state funding must be guaranteed. It must have access to computer time and storage.

The operation must be well-designed, so that it does not inhibit book selection practices. It should provide good turnaround time (within 4 to 5 weeks) for the bulk of any order placed, and as good reporting and billing as the efficiency and inefficiency of the various vendors will allow.

Any center should be flexible enough to be able to use commercial processing houses for pieces of the total processing load. This would allow the center to smooth out production peaks and valleys and also to purchase those processing segments which are offered by commercial firms at attractive prices. We expect that in the near future, commercial processing firms will be able to offer large segments of processing to libraries at increasingly attractive cost differentials. Even though the quality of commercial service has varied widely depending on vendor and on when the vendor was used, the use of commercial processing should not be written off for the near future.

C. THE ALTERNATIVE OF A CENTRALIZED CATALOGING AND BIBLIOGRAHIC CENTER

We believe that at present, New Mexico would have a difficult time supporting a large-scale centralized processing service. The state's population and library resources are comparatively small, and the book budgets for most libraries are by almost any measuring device modest. However, with the recent establishment of new libraries, the projected growth of existing libraries, and the limited size of the collections into which material must fit, a centralized cataloging and bibliographic service offered to libraries free of charge, would be a valuable long-term investment.

A very large factor in keeping up with needs of library patrons is the time, expense, and expertise it takes to make library materials ready for use. Hundreds of libraries process identical materials in almost identical fashion, all as separate operations. While the actual mechanical operations of filing cards, pasting in book pockets, and so forth, can be handled by part-time clerical help, cataloging requires the time of trained professionals. A centralized activity would provide an economical and efficient operation whereby the initial decisions involved in processing an item would be made only once; with present procedures a multitude of individual libraries must duplicate that initial effort on their own. Centralized cataloging would also provide subject expertise and bibliographic consistency.

The cataloging center can serve as a bibliographic center as well. Since it will have basic information on all holdings of participating libraries it will be in a position to prepare a union catalog and list of serials, plus other listings that may be of use and it can serve as the channel for referral of bibliographic requests, including interlibrary loan. This cannot be done immediately since the problem of retrospective cataloging must be dealt with first, but all new cataloging can be done with this goal in mind.

If New Mexico moved to a centralized cataloging and bibliographic operation now, its organizers should encounter almost no large, entrenched libraries with cataloging schemes too individual to convert to a statewide system. With one exception, libraries in New Mexico are not automated (except those dealing with very special materials that are unlikely to be part of a centralized system in any case).

IX. LIBRARY COOPERATION

Through the years it has become increasingly difficult for library collections to keep pace with the demands made upon them. The publishing industry keeps growing, the schools are placing increased emphasis on research projects and individualized instruction, new fields of specialization are developing in the universities, and new kinds of library materials have come into use. In addition libraries are now attempting to extend service beyond their traditional patrons -- well-educated habitual readers -- to reach all groups in the population.

Obviously no library can collect all published items in the various forms of media. In fact, it is highly doubtful that any library that is vital and professional in outlook can meet all requests for material from its own holdings. In New Mexico where collections are weak, such self-sufficiency is out of the question. It is necessary that libraries plan together for building interlocking collections, building subject strengths at locations where most appropriate, and pooling resources on a statewide basis. The building of local resources solely on the basis of local demand without regard to the availability of materials elsewhere within the state can be tragic for an effective service program. Duplication is, of course, necessary, but it must be consciously done and for valid reasons. Ideally, all of the resources of all of the libraries within the state should be available across the desk of any one library. This will not be totally achieved in this century in New Mexico. However, if a plan can be devised that will substantially reduce service inequities, then a major portion of this goal can be achieved.

A. THE STATE LIBRARY

Since the State Library is the subject of another chapter it will not be discussed at length here, except to note that its emergence as an agent for interlibrary contact has been quite recent. Until the early 1960's the State Library was simply an extension agency serving the public and regional libraries. It had no coordinating responsibilities and no formal relationships with either academic or special libraries. In recent years and particularly since LSCA Title III, the State Library has assumed a much more important role. One of the basic recommendations that we present later in this report is that the State Library become the central point in a statewide service network and the principal agent for contacts with libraries in other states.

B. THE NEW MEXICO LIBRARY DEVELOPMENT COUNCIL

The New Mexico Library Development Council was established by the New Mexico Library Association (NMLA), partly because of a feeling that a planning committee should be created by NMLA to work with the State Library on the development of library service and partly because of the requirement under LSCA Title III that an advisory council be formed to make recommendations on the use of funds. The Council is an autonomous body, has its own bylaws, and does not report to any other group; however, the appointment of additional members to the Council requires the approval of the Executive Board of NMLA.

The Library Development Council is organized so that all types of libraries are represented -- the public libraries, school libraries, academic libraries, and special libraries. The Council is allowed a maximum of 25 members and now has 20. In addition to the library representatives, members include the President and the past President of NMLA, the President and past President of the Rio Grande Chapter of the Special Libraries Association, the Chairman of the Trustees' Division of NMLA and two lay members (one of them a trustee). The State Librarian is an ex officio member. Other ex officio members include the library specialist from the State Department of Education and a representative from the State Technical Services Agency. An attempt is currently being made to expand the scope and effectiveness of the Council by adding businessmen and lawyers to its membership.

Two widely known achievements of the Council include the development of the Union List of Serials of the Southwestern Region and the development of a WATS telephone line. The WATS lines have been installed in all public libraries in this state that are serving a certain minimum population and that are "legitimate." A library is "legitimate" if it has local tax support and a paid librarian who has been certified -- that is, who either meets New Mexico's requirements for professional library school training or has passed an examination administered through the State Library.

C. WICHE

Another of the Council's activities has to do with professional library education. Here, it is participating in the Western Interstate Commission on Higher Education (WICHE), as described below.

New Mexico does not have any programs in library education at the graduate level. Four of its academic institutions -- New Mexico State University, Eastern New Mexico University, New Mexico Highlands University, and the University of New Mexico -- do offer library programs (the one at New Mexico Highlands is just beginning), but these are undergraduate programs. They are designed to qualify education students for school librarianship certificates and public library personnel for State Library certification. They also provide undergraduate preparation for graduate library education elsewhere.

Because of the need for more opportunities in professional education for librarians, the New Mexico Library Development Council recommended that New Mexico enter into the Western Interstate Commission on Higher Education (WICHE) program with the purpose of developing a continuing education course for library personnel. The program is now being designed under a study headed by Dr. Lawrence Allen, Dean of the Library School at University of Kentucky at Lexington, Dr. Peter Hiatt of the Graduate Library School of Indiana University, and Robert E. Lee, Dean of the Library School at Kansas State Teachers' College at Emporia. Funding is provided partly at the state level and partly from the federal government.

D. BIBLIOGRAPHICAL CENTER FOR RESEARCH

Many of the libraries in New Mexico have participated in various ways with the Bibliographical Center for Research in Denver, Colorado. This facility is housed in the Denver Public Library and provides interlibrary loan services for all member libraries. It also maintains a hugh Union Catalog. The Center charges a fee for each transaction, and because of financial difficulties it is now devising an increased schedule of fees. The question has arisen of whether New Mexico could obtain a statewide membership contracted through the State Library. The State Library already does send some requests from (or on behalf of) public libraries to the Bibliographical Center; through such a state-wide contract every library in the state could benefit from its services. The fee for the entire state might perhaps be about $5,000. This possibility is certainly worth investigating.

E. OTHER REGIONAL AND INTERSTATE INVOLVEMENTS

There is some disagreement on which of several regions New Mexico belongs to. Because of the varied character of the state, one finds that the southeastern part, for example, tends to identify with Oklahoma and Texas, while the northwestern part identifies more closely with Arizona, Utah, and Colorado. Thus, New Mexico's involvement in several of the regional enterprises is based upon very different orientations. While New Mexico is part of the Southwest Region in its agreement with the National Library of Medicine and participates in the State Technical Services Program with such states as Arizona, Colorado, and Utah, it also belongs to the Southwestern Library Association, whose membership includes Louisiana and Arkansas, and it is the most southeastern state among the WICHE group, which includes Washington and Alaska.

F. GROWING INTEREST IN COOPERATION

Few states that we have visited have shown more concern and desire to enter into multistate and regional compacts than has New Mexico. Part of this is due to the realization that New Mexico is a large but sparsely settled state, handicapped by meager resources, a weak financial base for libraries, and a shortage of professional staff. Part is due to the relative strength of the special libraries, which traditionally have obtained material when needed wherever it was available without regard for geographical boundaries. Part is due to young institutions and new leaders who have demonstrated interest in building quickly to face responsibilities which are being placed on them.

While it makes sense to look outside New Mexico for strength, it also makes sense, we feel, to build and harness the resources within New Mexico to cope with the majority of the state's resource needs within its own borders. Cooperation within New Mexico across various types of libraries is still rather weak. About half the public libraries honor a reciprocal borrowers' card; universities help one another; schools occasionally are involved in cooperative practices (processing for example). Public libraries have contracted to perform certain services for school libraries, for which the latter are charged, but the funds available for this may now be cut off.

Our questionnaire indicated a willingness to cooperate among libraries of the same type and, to a degree at least, among different types, but much remains to be done before such cooperation will be a large-scale reality. In addition, there are some attitudinal problems to overcome, expressed mainly in our interviews rather than in responses to the questionnaires. Some academic librarians are afraid their libraries will be overrun by demand from the public and from elementary and secondary school students. Public and school librarians often lack a clear sense of common purpose. Nonetheless, we believe that there is sufficient interest in cooperation so that a reasonable network plan will probably be accepted by virtually all the librarians and the institutions they represent.

X. A STATEWIDE LIBRARY SERVICE PROGRAM

This chapter presents a program for the future development of New Mexico's library resources. The program consists of nine basic recommendations which will require major organizational and financial support at the state level. The nine recommendations are as follows:

- Establish a statewide library service network centered at the State Library.
- Consolidate the regional libraries and expand the outreach program.
- Establish a Nonprint Media Center.
- Establish a Cataloging and Bibliographic Center.
- Institute public library grants.
- Institute academic library grants.
- Promote support for school libraries.
- Strengthen service to the blind and handicapped and to institutions.
- Support library education.

No individual recommendation has been made with regard to special libraries. This is not an oversight, but as we analyzed the New Mexico library situation, we were impressed with the quality of the collections and staffs in the special libraries. We recognize that the special libraries do have needs, but we feel that the needs of the academic, public, and school libraries are more pressing and must be met if basic services are to be provided to all the people of New Mexico. We have already shown how the special libraries can contribute to a network of library service, and we have found special librarians to be interested and willing to participate. We also believe that improvements in the academic, public, and school libraries will ultimately benefit the special libraries and their users.

In the rest of this chapter we describe each of the nine recommendations and present a phasing plan and budget for their implementation.

A. ESTABLISH A SERVICE NETWORK CENTERED AT THE STATE LIBRARY

This recommendation has two important components. One is the configuration of the proposed network and the flow of requests and materials; and the other is an administrative structure for the State Library that will allow it to serve as the central agency in the network.

1. The Library Network

The diagram on the next page (Figure 1) illustrates the proposed service network. The State Library is the hub of this network, serving as a switching station for interlibrary loan, reference, and other bibliographic requests. It is also the chief agent for contacts with out-of-state libraries or library groups -- for example the Bibliographical Center in Denver if statewide membership in the Center should prove practicable.

Within the network we envisage two subsystems. One of these consists of the public and school libraries; the other of the academic and special libraries. Procedures for channeling bibliographic requests would be different for the two groups. For the public and school libraries the channel for all such requests would be the nearest regional library. (A later recommendation addresses the number, organization, and services of the regional libraries.) The regional library could then get in touch with libraries of any type within the region or could refer the request to the State Library for assistance from another region or from outside the state.

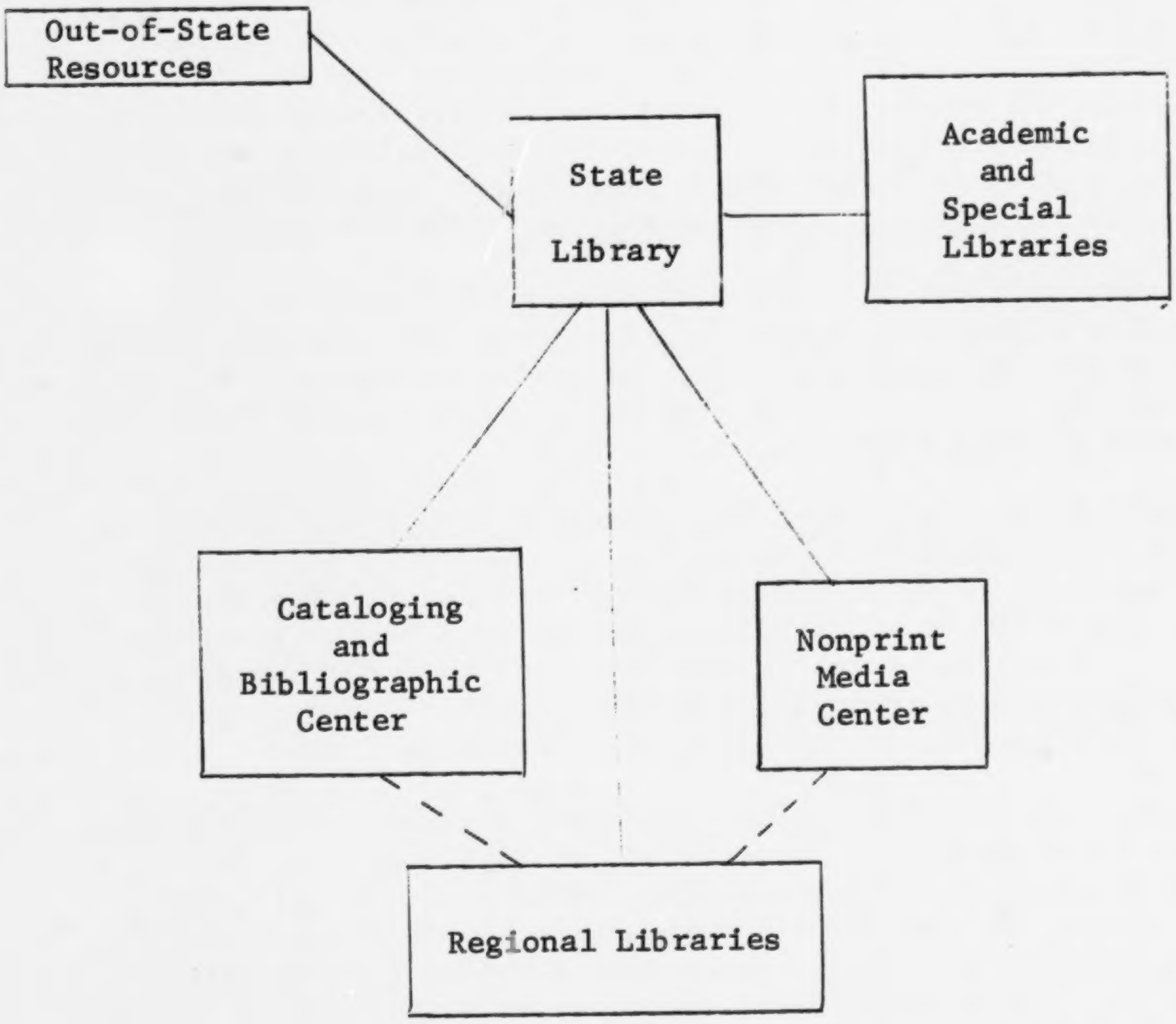
The academic and special libraries would be free to make direct requests among themselves, and at first they are likely to prefer to do so. For requests from public or school libraries, however, the academic and special libraries would be required to use the network. We suggest that they be free to apply directly to the State Library as well as to the nearest regional library.

Thus the academic and special libraries form an autonomous group linked to the library network by the regional libraries and the State Library. In addition, they should be encouraged to use the network at any time for requests to other academic and special libraries, and as statewide bibliographic tools are developed (another recommendation described later), they will often find the network the most efficient channel for locating information.

The network has some additional components which are described in subsequent recommendations but which must be mentioned here.

FIGURE 1

NEW MEXICO LIBRARY SERVICE NETWORK


Out-of-State Resources
State Library
Academic and Special Libraries
Cataloging and Bibliographic Center
Nonprint Media Center
Regional Libraries

First, we recommend the establishment of a Cataloging and Bibliographic Center, responsible to the State Library and serving all interested libraries in the state. This would commence as a cataloging operation, maintaining a record of all new library holdings; during the next few years it would begin to undertake retrospective cataloging and the building of a statewide union catalog and other bibliographic tools. Eventually, the State Library would rely on the Center for bibliographic referrals.

Second, we recommend the establishment of a Nonprint Media Center also responsible to the State Library, to supplement the nonprint holdings of libraries through loans and rotating collections and to foster the development of complementary collections throughout the state. This Center would work closely with the Cataloging and Bibliographic Center on the identification of nonprint resources in and out of the state. It would be accessible to libraries only through the State Library.

Third, we recommend that the Albuquerque Public Library be designated a Resource Center for the state. Albuquerque should accept direct requests only from the State Library or the regional libraries; requests from all other libraries should be channeled through these.

The State Library should be the center of a teletype network to include the regional libraries, the Bibliographic and Nonprint Media Centers, the Albuquerque Public Library, and eventually all academic libraries. While we do not recommend a statewide delivery system for interlibrary loans at present, we suggest that delivery service be instituted on a pilot basis by the State Library, serving the Santa Fe - Albuquerque area.

The State Library should have full administrative responsibility for interlibrary loans. It (and not the Bibliographic Center) should maintain records of all interlibrary loan transactions, and follow-up on overdue material should be the State Library's responsibility. If the teletype unit contains a paper tape attachment, the transactions can easily be played into a computer and overdues noted. It is important, we feel, that interlibrary loan be made easy; this can be accomplished if the State Library assumes responsibility for return of the material. The program that we envision will probably use the computer capabilities provided to the Bibliographic Center, and the Center should provide this service to the State Library. If, as we believe, interlibrary loan is a right and not a privilege, then the program should be capable of dealing with a large volume of requests from students, housewives, businessman, and others. It is important that it be administered well and that the State Library make every effort through the development of bibliographic tools to provide the material quickly and facilitate the loaning process. The pilot delivery program is in keeping with this philosophy.

As we have indicated, we do not believe that the State Library should generally offer direct service to the public. Its collections should for the most part be reassigned to the Albuquerque Resource Center, the Nonprint Media Center, the regional libraries, or other agencies as appropriate. Exceptions would be made for government documents and certain reference materials, which would be accessible through the network. Another exception would be the Southwest Collection, which we believe could serve as the central collection in the future coordinated development of statewide resources on the Southwest. This collection should be relocated for public access.

2. Organization of the State Library

In Chapter II, we indicated that the present organizational structure of the State Library is not adequate to meet its enlarged responsibilities even now; a revamping of the organization is doubly necessary if the Library is to move ahead in the directions we have been suggesting.

The basic principle behind our organizational recommendations is that of delegation of authority and responsibility. At present too many decisions must be made personally by the State Librarian and too many people report directly to this officer. What is needed is an intermediate level of personnel who can, first, take care of the details and free the State Librarian to devote more energy to major decisions and, second, coordinate related activities that are now being conducted separately.

In our proposed organization, shown in Figure 2, the State Librarian is, as now, the administrative officer responsible for the operation of the State Library. He should have overall responsibility for the development of a statewide program of library service and for the operation of the State Library as an agency to implement this program.

The State Librarian should have a secretary to handle correspondence, make appointments, transcribe minutes of Commission meetings, arrange for meetings, and the like. Other activities as reported in recent annual reports are more properly assigned to the central business services operation under the Fiscal Administration. These activities would include the sorting, opening and distribution of mail, the preparation of press releases, and the preparation of a manual to guide staff in preparing their annual reports. We believe that with a new State Librarian, these functions will probably be redistributed in the normal course of events.

In view of the expanded role of the State Library as the center of a network and the reduction or elimination of direct public service, we believe that the State Librarian should devote most of his time to long-term planning, interlibrary cooperation, and interpretation of library programs to state officials, local governments, and other appropriate individuals and organizations. We therefore recommend the appointment of an Assistant State Librarian to oversee most of the day-to-day operations of both the State Library itself and the service network.

In the organizational structure that we propose, the only persons reporting directly to the State Librarian would be his secretary, the Assistant State Librarian, the Fiscal Administrator, the directors of the proposed Cataloging and Bibliographic Center and Nonprint Media Center, and the Academic Library Coordinator recommended in Chapter VI if it is decided to place him in the State Library.

The Fiscal Administrator would be responsible for all the business operations of the State Library, including budget preparation and fiscal control, preparation of bid specifications and other purchasing activities, the use of automation and long-term fiscal planning, and for those business operations of the statewide network funded by state or federal grants. Decisions on the allocation of grants and other funds within the Library network should be made in consultation with the State Librarian and the Assistant State Librarian.

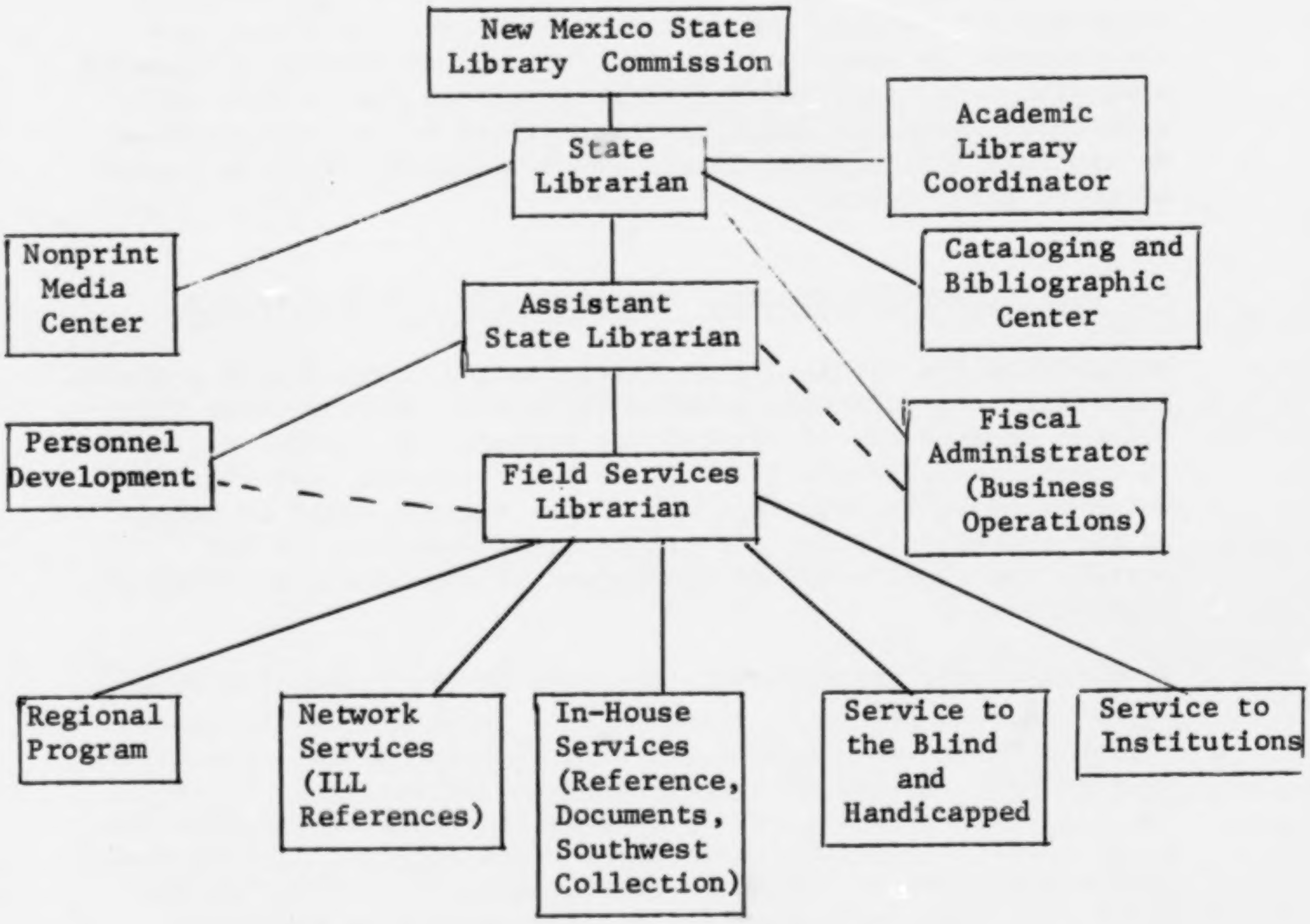
The Bibliographic and Nonprint Media centers should be administered by directors assisted by either advisory committees or boards of trustees. In either case, a plan of service submitted by these agencies should be subject to approval by the State Librarian, and the State Librarian should be responsible for releasing funds to these agencies; funding should be contingent on their performing in accordance with the charter that has been approved.

The Assistant State Librarian would serve as chief administrative officer in the absence of the State Librarian. In addition, he would be responsible for all personnel development provided for under these recommendations. This includes awarding scholarships for Library education, developing in-service training programs, and allocating funds for the training of community liaison personnel to work with the bookmobile program in Spanish-speaking and Indian communities.

Reporting to the Assistant State Librarian would be the Field Services Librarian. This librarian would have overall responsibility for five basic categories of service: (1) the regional library program (including LSCA Title I components), (2) reference and interlibrary loan services provided through the network (including LSCA Title III components), (3) service provided to state government personnel from the reference and document collection and to the public from the Southwest Collection, (4) service to institutions (Title IV A), and (5) service to the blind and handicapped (Title IV B). The consultant or service to the disadvantaged and the consultant on nonprint media,

FIGURE 2

PROPOSED ORGANIZATION CHART:
NEW MEXICO STATE LIBRARY


New Mexico State Library Commission
State Librarian
Academic Library Coordinator
Nonprint Media Center
Cataloging and Bibliographic Center
Assistant State Librarian
Fiscal Administrator (Business Operations)
Personnel Development
Field Services Librarian
Regional Program
Network Services (ILL References)
In-House Services (Reference, Documents, Southwest Collection)
Service to the Blind and Handicapped
Service to Institutions

recommended in Chapter II, should both report to the Field Services Librarian. The nonprint media consultant would serve as a resource person to the Nonprint Media Center. Another member of the Field Services staff should act as a liaison with the Cataloging and Bi Bibliographic Center.

3. Funding

In the recommendations which follow, our funding estimates for the Library service network are presented separately for each component of the network. Therefore, we are concerned here only with the costs involved in reorienting the State Library toward its new role. This includes the reassignment of staff as required and the appointment of no more than five new professional librarians, the redistribution of collections, any alternations in space utilization that may be needed, a teletype unit, the pilot program of interlibrary loan deliveries, and additional materials and supplies required by the new services. We estimate that an additional $200,000 annually will be needed to cover these costs.

B. CONSOLIDATE THE REGIONAL LIBRARIES AND EXPAND OUTREACH

Recognizing the difficulty of maintaining six regions on a cost-beneficial and effective service basis and realizing that the present arrangement of six regions reflects an earlier period in the State Library's history, we now recommend that there be three or possibly four regions. These regions would be based on the present plan for the six economic districts in New Mexico, and lines would be contiguous with economic development boundaries.

We suggest that the regional libraries be separated from existing libraries and operate in essentially a warehouse environment. Collections would turn over quickly, with substantial quantities of materials on loan to deposit stations as described later. The regional libraries should be connected by teletype with the State Library and with one another. Each regional library should have a professional librarian at its head, but service in the field will have to be provided at least partly by dedicated, educated nonprofessionals. Service to those who are already library users can take several forms; one is of course the traditional bookmobile route. Another involves a "mail order catalog", now being used in several locations in the country; this is a list of special-interest titles sent out from time to time to a mailing list of readers, who can check the items they want and then receive them on loan by mail.

For those who are not traditionally users, including the disadvantaged, an expanded outreach program encompassing more bookmobiles or pods, longer stops, and extensive effort in establishing liaison with the potential users. This might include leaving detachable units in a location for several days serviced by paid members of the local community. It would include semipermanent but movable classrooms. Finally, we recommend the establishment of library deposit stations - in storefronts, community centers, or any other locations that can be found. Again, local personnel should be used. Funds in support of library education (see Section I, below) can be used partly to train local community residents for this work.

We estimate that this program will cost an additional $300,000 annually and that approximately 20 vehicles of varying types should be added over a three-year period. At least a third of the funds provided should be placed into resources, with emphasis on paperbacks and some audiovisual materials.

In our opinion this program should assist existing public libraries only in emergencies or on special occasions.

C. ESTABLISH A NONPRINT MEDIA CENTER

New Mexico has some strong collections of audiovisual materials. Among them are those in special libraries (Sandia Laboratories and Los Alamos, to name only two), the University of New Mexico Zimmerman Library, Eastern New Mexico University, New Mexico State University, the Albuquerque Public Library, and the Albuquerque School System.

At the same time, many of the public and school libraries are entirely without audiovisual holdings and equipment, and as a result inhabitants of the state have not been exposed to their use. While the existing collections provide access to audiovisual materials for the engineer, technician, researcher, student, or educated library patron who knows where to look for them and how to use them, they do not meet the statewide needs of the general public. In particular, they do not address an area of need that is in some ways especially acute in New Mexico. Audiovisual materials often provide the best means of bringing library service to the disadvantaged and to those with reading and language problems. If regional, public, and school libraries are to accept responsibility for reaching all segments of the population, then major changes will be required to "tune up" for the new media.

Most of the libraries that reported audiovisual holdings also indicated difficulty in processing these materials; depending on the form of the material a variety of retrieval techniques were used. The fact that problems exist here is not surprising. It is a matter of concern to librarians in virtually every state, and because of universal concern and projected growth in this area, the whole matter is receiving the attention of a National Task Force.

Another library resource that is a departure from conventional printed materials consists of microform. Back runs of periodicals on microfilm have long been a staple of the library profession. However, micropublishing of other materials is growing rapidly, and within five years it will be a major industry in this country. Already several firms are publishing collections of books on microfilm and others are planning to place encyclopedia reference materials, maps, rare documents, and specialty collections on microform within the year. With the present size limitations on its collections, New Mexico will in all probability be attempting to close the resource gap by leaning heavily on micropublications. Although microform collections involve a heavy initial investment, they save money in the long run. Probably no area provides more instant relief from resource shortages for the dollar spent than building this resource.

At the same time, many of the public and school libraries are entirely without audiovisual holdings and equipment, and as a result inhabitants of the state have not been exposed to the use. While the existing collections provide access to student or educated library patron who knows where to look for them and how to use them, they do not meet the statewide needs of the general public. In particular, they do not address an area of need that is in some ways especially acute in New Mexico. Audiovisual materials often provide the best means of bringing library service to the disadvantaged and to those with reading or language problems. If regional, public, and school libraries are to accept responsibility for reaching all segments of the population, then major changes will be required to "tune up" for the new media.

In the so-called "new media", libraries in New Mexico have made some notable beginnings. Because of a lack of structuring and bibliographic detail, however, duplication is very likely to develop. While some duplication is desirable, it would be tragic in a state that has major resource needs if acquisitions were not tied into a statewide plan and the largest gaps filled before duplication is attempted. This calls for cooperation, a willingness to lend, a disciplined flow of material, and bibliographic control of resources.

We have already recommended that intensive effort be devoted to building a strong film collection. We recommend that this collection be incorporated in a statewide Nonprint Media Center, to include recordings, tapes, microform, and similar materials, as well as films. There would be some emphasis on educational material but not texts. The Center's mission would be primarily to serve schools and public libraries. It should be mainly a warehouse or wholesale operation, although some space should be made available for research workers to visit and use materials on the premises. Flexibility should be built into the program so that material can be shipped to the user when needed. Material should be promoted extensively through the regional library bookmobile program as well as through traditional libraries. Emphasis should be placed on adding materials to serve the disadvantaged. Projectors and microfiche and microfilm readers should be available for extended loan to libraries or community groups.

The materials held in the Center should complement holdings already in the state. Some duplication will be necessary, but it should be held to an absolute minimum. Once a statewide system of referrals is in operation, duplication can be limited to those materials for which demand is heaviest.

The Center should be the repository for data banks on microform that are too expensive for any one library to purchase. We considered recommending the distribution of this material to existing libraries but decided against this because of the need to provide reasonable equal access to all. The Center should be equipped to reproduce all microform materials in hard copy on demand.

The Center should be located in the Albuquerque area. Its director should report to the State Librarian. An Advisory Board representing all types of libraries found in the state should be responsible for drawing up and revising its plan of service, subject to ratification by the State Library. Another alternative would be to have the Center operated by a Board of Trustees chartered by the State Library. In either case the plan would be feasible, although the alternatives are listed in their order of appeal to us.

We estimate that an annual budget of $300,000 will be required to operate the Nonprint Media Center, with approximately half that amount being placed into the purchase of resources. Housed with the Center should be a bibliographic Center, described in detail in Section D, below.

We consider the Nonprint Media Center to be a priority item among the library needs of New Mexico.

D. ESTABLISH A CATALOGING AND BIBLIOGRAPHIC CENTER

We recommend the establishment of a center to provide bibliographic cataloging. As we have already indicated, of all the services normally offered by centralized processing operations, cataloging is the one that places the greatest demand on professional time and is also the one whose centralization can yield the most additional benefits. We also do not think that there is sufficient justification for centralized ordering and processing at present. Admittedly, it is not always easy to separate the functions, but it can be done.

The Cataloging and Bibliographic Center should design its service around the needs of public and academic libraries rather than school libraries. The product should be made available to all interested parties, but due to the disparity between bibliographic requirements now established for the major school processing centers in New Mexico and those of other libraries, format and procedural designs should be based on the two most closely aligned types of libraries.

A Centralized Processing Executive Board should be formed with the following representation:

State Library
University of New Mexico
New Mexico State University
Eastern New Mexico University
A private university
Albuquerque Public Library
Santa Fe Public Library
A special library (observer)
A school library (observer)

The prime function of the Board should be to establish objectives and guidelines for the operation of the Center. Once this has been done, funding must be obtained from the State Library. The next order of business should be the recruitment of a director for the Center. This should be a person well-versed in library bibliographic and processing problems. He should have at least a basic understanding of data processing techniques and capabilities. He should be paid a salary commensurate with his responsibility. He should have on his initial staff an assistant for bibliographic matters, a cataloger, a clerk-typist, and a secretary. The assistant and the cataloger should have had considerable experience in cataloging for either a large public library or a university library. The Director should be given full responsibility for making the Center operational.

To the extent possible, the Center should offer standard classification and cataloging as provided by the Library of Congress. Both Library of Congress and Dewey classification systems should be offered, and libraries should be free to choose between them.

It may at first glance appear that the staff proposed for the Center is too small to accommodate the workload that will present itself. However, retrospective cataloging and cataloging of audiovisual materials should be held in abeyance at the outset. Also, since most of the materials acquired in New Mexico, including rare books and books in foreign languages will also be added to collections throughout the country, original cataloging should be held to a minimum. The use of MARC tapes, published bibliographic information, the Catalog of Printed Cards on microfilm, Library of Congress proof slips, etc., should keep the load manageable and provide an extremely useful service to the libraries in New Mexico. It should be possible to provide classification and cataloging to the school processing centers, although they would have to adjust their codes to fit the standard.

The product could be sent via teletype, or it could be mailed in the form of catalog cards or one master card. As the computer begins to play an increasingly important role in this operation, book cards and labels for book pockets and spines can be provided.

The Center should aim at eventually becoming more than a classification and cataloging operation. Future activities should include the development of a union catalog and list of serials, computer searches of index tapes such as Index Medicus, Science Citation Index, Chemical Abstracts, etc., and printouts of special listings. If, as seems likely, regional bibliographic banks in operation or being developed are useful to New Mexico, these should be used with the Center's support rather than operating separately.

The Center should contract for data processing services, ideally using a machine of a size comparable to an IBM 360-77. A large amount of disc space will be required. The agency providing data processing service should be able to commit two full-time programmers for one year to the project.

We realize that New Mexico has several well-run school library processing centers. These are serving a useful function. However, in our opinion, most of the titles usually purchased by school libraries will increasingly be provided in processed form by commercial processors at prices lower than noncommercial processing operations can currently offer. We therefore do not recommend that the school processing centers become permanent state centers. We do feel that the offer of classification and cataloging from the cataloging and bibliographic Center free of charge would be a valuable form of assistance. We suggest that the Albuquerque School Processing Center providing processing for other school libraries until such time as commercial processing seems practicable. The Cataloging and Bibliographic Center should provide cataloging service and should also provide funding to cover overhead. By "overhead" we mean space and peripheral administrative costs; the cost of personnel involved in the center, supplies used, and equipment purchased are not included and should be borne by the schools using the service. We estimate the share contributed by the Cataloging and Bibliographic Center at about 15¢ per volume processed. We emphasize that this arrangement should be temporary.

The Cataloging and Bibliographic Center should receive annually a sum of $300,000 to cover all of the services outlined above.

E. INSTITUTE PUBLIC LIBRARY GRANTS

There are a few strong public libraries in New Mexico, but the vast majority are weak. In our opinion, local funding alone is unlikely to make up the deficiency. Also, if the principle of a statewide network with shared resources is accepted, then the principle of extensive state support of public libraries follows. In many states the support of schools and public libraries is no longer solely a responsibility of local government. We are recommending that the state substantially support public libraries that meet certain standards.

The provision of state funds to public libraries should serve clearly stated purposes. One such purpose is to provide a threshold of library service in a community, and another is to provide an incentive to the community to increase local funding. These two objectives can be met together through a form of "equalization funding." We therefore recommend that each public library meeting a minimum standard of local support receive a flat grant of $2500, plus 50¢ for each person living within the confines of its political subdivision. A maximum of $75,000 to any political subdivision under the terms of this clause is also recommended. At the outset, all public libraries should qualify for state funding with the proviso that at the end of three years a community must be paying a minimum of $2.00 per capita. Failure to meet this figure should result in the termination of state funding to the library in question. A provision should also be included that a decrease in local support will result in a proportional decrease in state funding. During the first three years of the program any decrease in local funding should result in the withholding of all state funds from the library.

It should be possible for library units that serve contiguous areas to merge or for a served area to extend services under contract to a contiguous area that is unserved. When two "served areas" merge, both units should bring to the union the state funds earned and the merged unit should receive state funds equal to the total that would have been received by the two independent units. When a library extends service to an unserved political subdivision, it may receive $2500 for the "unserved" unit, plus 50¢ per capita for three years, provided that at the end of that time the "unserved" area provides local funding at least equal to $2.00 per capita.

In addition to funding indicated above, the Albuquerque Public Library should receive $50,000 annually to act as a Resource Center for the library network. This is in recognition of the fact that it will inevitably bear the brunt of much of the interlibrary loan activity generated by the network. We have already described (Section A-1 of this chapter) the way in which the Resource Center should be related to the network.

Because of the large percentage of the population that is unserved, it should be possible for a school or university library to act as a public library when necessary. Already, some school libraries in the state are in effect acting in this capacity. If a school library or academic library is able to meet appropriate standards established by the State Librarian, it should receive funding equal to what a public library would receive for serving that political unit. We can envision the possibility that in this instance the local funding requirement might be waived or modified, so long as the school library is providing service up to national standards.

We estimate that grants to public libraries will total about $300,000 annually.

F. INSTITUTE ACADEMIC LIBRARY GRANTS

One of the major problems facing academic institutions is the task of meeting growing demands for service while attempting to fill out basic collections. Resources are a major lack, and this recommendation addresses itself mainly to that need. We recommend that legislation be enacted authorizing the State Library to make direct financial grants to academic libraries. Under this legislation, we recommend that the sum of $100,000 be used annually in grants to academic institutions for the acquisition of resources that will be useful both on the local campus and throughout the state. Each year a committee consisting of the librarians of each of the academic institutions and the State Librarian should allocate funds to institutions for improvement in certain designated areas. It is our feeling that the money should not be divided equally, but should be concentrated sufficiently to have immediate impact on a particular area of weakness. Each grant might amount to between $10,000 and $25,000. Each commitment would be for one year only. In the absence of committee agreement, it should be incumbent on the State Librarian to allocate the funds.

Communication is the lifeline of the library network. We recommend that a teletype machine be acquired under this program for each of the academic institutions.

G. PROMOTE SUPPORT FOR SCHOOL LIBRARIES

Our proposed budget does not include funds specifically to support school libraries in this program. We estimate that our recommendation in Chapter V that professional librarians headquartered at the State Education Department provide assistance to schools in developing and coordinating library resources will require an additional $75,000 in support. This does not provide for additional materials and services in school libraries. Of course, many of the services recommended in this report will also be available to schools, particularly the Nonprint Media and Cataloging centers, and the development of a statewide service network will provide services not previously available in quantity. However, local and state support of school libraries is painfully inadequate, as the answers to our questionnaire point out. This report, we feel, can point out deficiencies and recommend support at the top; a program for improved school libraries can then begin to move forward.

H. STRENGTHEN SERVICE TO THE BLIND AND TO INSTITUTIONS

With Title IV A and B of the Library Services and Construction Act came an awareness that a small but significant portion of the community was seriously underserved. New types of media are being developed to serve indiciduals with differing specialized needs. We recommend the State of New Mexico provide an additional $25,000 for service to the blind and to institutions; this amount should go to resources. These should primarily be specialized, including talking books, large print books, paperbacks, projected books, and cassettes of special interest. Few expenditures of comparable sums will have the significance that this appropriation will have. The materials should be made available through existing service channels and the network.

I. SUPPORT LIBRARY EDUCATION

To the question of whether New Mexico should develop a library school providing the MSLS, we reluctantly answer, "not at this time." There is obviously a shortage of professional librarians in New Mexico. For many years New Mexico will necessarily have to use the services of nonprofessionals in a variety of ways. It seems to us that the professional threshold which would support a library school is lacking at present. Because of the great distances involved, commuting is more difficult in New Mexico than in many states; this reduces the potential of work - study programs. Neighboring states have library schools and at this time we recommend using their facilities.

We do recommend a program of scholarships, seminars, and training institutes to develop a first line of competence in libraries. Scholarships should be awarded for individuals to attend accredited library schools. In addition, we would place special emphasis on the training of community liaison personnel to man bookmobiles and deposit stations in Spanish speaking and Indian communities.

The state should participate in any useful cooperative educational development programs of which WICHE is one. Programs of study could be arranged between the State Library and a university. We feel that these should stress resources and public services rather than techniques such as cataloging, circulation control, and the like. Workshops conducted by State Library personnel would, of course, be conducted in the field.

We recommend the sum of $75,000 be allocated annually for these various programs in support of education, with approximately a third of this amount being allocated for full scholarships. A library school would cost many times this amount each year, and on a cost-benefit basis we believe it should be deferred.

J. BUDGET AND PHASING

The additional funding required to implement our recommendations is summarized below:

State Library Development	$ 200,000
Regional Library Program	300,000
Nonprint Media Center	300,000
Cataloging and Bibliographic Center	300,000
Public Library Funding	300,000
Academic Library Funding	100,000
Service to the Bling and Institutions	25,000
Library Education	75,000
Total	$ 1,600,000

We believe that the total $1.6 million should be made available within three years. Ideally, it should be phased in as follows: $600,000 in this first year, $1 million in the second year, and $1.6 million in the third year.

Funds in the first year would be spent mainly to realign regions, add staff and capital equipment to the regional program, and begin to set up the Media and Bibliographic centers. For the two centers, directors must be hired, some capital equipment added, facilities found, and procedures agreed upon. Programs relating to the academic libraries, the blind and institutions, and the State Library should also begin in the first year but require less tooling up than those described above. We recommend that public library funding program by the state begin the second year, at 50% funding across the board, with full funding the third year. This would allow all of the programs to move forward and to be fully operational during the third year.

If less than full funding is provided, we recommend cutting back all the programs proportionally. If priorities must be set, we would assign highest priority to the Nonprint Media Center, the regional library program, and public library development, in that order. Our preference, however, is for across-the-board reductions if reductions become necessary.

The recommended $1.6 million in additional funding amounts to approximately $1.50 per capita for the State of New Mexico. This excludes additional direct funding to schools, which desperately need funding for school libraries, and special libraries, which will benefit from services offered to all libraries.

At New Mexico's current state of library development, we believe that additional funding of $1.50 per capita is a prudent investment for the future. Because the level of development has thus far been modest, though reasonably effective, libraries can move ahead at this time with a minimum of duplication in resources and little probability of being obliged to restructure at some future date. We believe the program recommended is sound and, if implemented, will constitute a dramatic move forward in library service to the people of New Mexico.

APPENDICES

Appendix A: Report of the Rouse Survey of Academic Libraries

B: Libraries Visited for this Study

C: Questionnaire for New Mexico Public Libraries and Public Libraries Responding to Questionnaire

D: Questionnaire for New Mexico School Libraries and School Libraries Responding to the Questionnaire

E: Questionnaire for New Mexico Academic Libraries and Academic Institutions Responding to Questionnaire

F: Questionnaire for New Mexico Special Libraries and Special Libraries Responding to Questionnaire

G: Profile of the Albuquerque Public Schools Library Processing Center

APPENDIX A

REPORT OF THE ROUSE SURVEY OF ACADEMIC LIBRARIES

As part of the present study of New Mexico's Libraries, ADL commissioned a survey of academic libraries in the state by Roscoe Rouse, Director of the Library, Oklahoma State University, at Stillwater. This Appendix is essentially the text of Dr. Rouse's September 1969 report to ADL, modified in format to accommodate its inclusion as an appendix here and with a few additions and corrections, mainly as requested by the New Mexico Library Development Council. Footnotes from the original text are numbered, those added by ADL are marked with asterisks.

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INTRODUCTION

In his letter to Miss Calla Ann Crepin outlining the purpose and scope of a survey of the libraries in New Mexico by Arthur D. Little, Inc., Mr. Walter Curley called for "an inventory profile of the relative strength of the various types of libraries and library systems within the state," and one of the goals was to "survey the present state of library resources and services in the terms of collections, staff, buildings and facilities, and budgetary appraisal and make appropriate recommendations for statewide planning for the buildup of resources." The difficulty of happily fulfilling these purposes and attaining these goals has been well stated by two eminent library survey authorities, Maurice F. Tauber and Irline R. Stephens:

> To expect that one individual will be able to evaluate adequately the resources, policies, administration, operations, procedures, and services of a large library or library system, even though well oriented in each area, is probably unreasonable, especially if the study must be conducted on a time schedule.[1]

This report is the result of a nine-day period of examination of five academic libraries in New Mexico: New Mexico State University, Western New Mexico University, The University of New Mexico, New Mexico Highlands University, and Eastern New Mexico University. These are the major academic collections in the state. Questionnaires were distributed to all other academic libraries in New Mexico[2].

In this survey emphasis was placed upon an evaluation of book collections, their areas of strength and weakness. Verner Clapp and Robert Jordan wrote of the difficulty of judging the adequacy of an academic library, noting that it is "far beyond the capability of any visiting committee to assess merely on the basis of easy observations or sampling." They do affirm, however, that the best yardsticks are book selection lists and subject bibliographies.[1]

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[1] "Surveys of Technical Services in Libraries," in Library Surveys; New York, Columbia University Press, 1967. p. 49-50.

[2] See Appendix A-1.

The surveyor was unable to utilize some of the more detailed methods of conducting a library survey (faculty and student interviews, extensive list checking, budget diagnosis, etc.) for the lack of time available. Additional personnel as well as more time would be needed to accomplish a detailed in-depth survey as desired by the New Mexico college and university library administrators. Techniques employed in the survey included personal interviews with the library administration and with the staff, the personal examination of the book collections on the shelves; an evaluation of library holdings through the shelf list; inspection of buildings and facilities; and the perusal of annual reports, college catalogs, budgets, special publications, statistics, departmental reports and other materials useful to the understanding of each particular library, each book collection, each staff organization, and procedures of operation. The "California list", Books for College Libraries, was used for a sample check of the book collection in each library visited.[2]

The report is submitted in parts corresponding to each library analyzed. The summary statement includes a general overview of the academic library situation in New Mexico with some suggestions for future actions that might assist in reaching the goal of "strengthening library services and resources for all citizens."

The consultant would like to close this part of the paper with a word of appreciation to the academic librarians of New Mexico who gave so willingly and pleasantly of their time and efforts for the survey. The checking of the California list was accomplished altogether by their staff members with time taken from their busy schedules. Without this kind of general cooperation the work of the consultant would have been very much greater.

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1. "Quantitative Criteria for Adequacy of Academic Library Collections." College and Research Libraries, 26: 271-380, September 1965.

2. Appendix A-2.

WESTERN NEW MEXICO UNIVERSITY

The library at Western New Mexico University is housed in a handsome new building which appears to be overcrowded, but a new addition will soon be under construction. The present building is small but the new addition will equal it in size.

Perhaps the most crucial problem facing the library at Western New Mexico University is the small number of professional positions allowed. There is no professional librarian in the public service area. The surveyor observed a graduate student in need of assistance go into the catalog department seeking help. Only two professional librarians are approved for the library at this time: the head librarian and the cataloger. At the time of the survey the head cataloger was on vacation and one clerk, who had few assignments which involved working with the public, was on duty in the public services area. She was responsible, among other things, for binding preparations. At least one professional librarian should be added to the staff and assigned to the public services area in the immediate future. This person could be given responsibilities in the area of collection development.

The nonprofessional staff was thin but well trained. The clerical assistant in the catalog department was quite able and even assisted in giving reference service as needed. Routines in aquisitions, cataloging, and physical preparations were especially well organized. A unique arrangement involving an assembly-line system seems to be successful and has been copied by other libraries.

An outstanding feature at Western New Mexico University Library is the audiovisual center which is a part of the library. This is a large unit which provides service to all departments on campus as requested. Films and film projectors, slides and slide projectors, overhead projectors and other materials and equipment are available with personnel to transport and operate it. The head librarian supervises this work which also includes the production of materials, including art work, lettering, etc. A sizable film library is housed in the university library building. The WNMU library borrows or rents films from many sources. The head librarian is knowledgeable and interested in multi-media equipment and materials and personally directs these services. In the near future the library will inherit a large collection of instructional materials which was accumulated over a three-year period by a four county public school media center. The center's annual budget was in excess of $75,000 and with the collection will come a full-time staff member. This will improve the situation staffwise which at present indicates that the library itself has .6 staff members per 500 students, with one third of the professional staff engaged in operating the audiovisual program.

With a book collection of about 82,000 volumes WNMU offers degrees in eleven fields with numerous subcategories described in the university catalog. The library owns about 5,000 volumes in the field of education and approximately 5,500 volumes in English and American literature. A graduate degree in the field of Spanish literature is planned but there is a collection of only 800 volumes in this field to support it.

The library at WNMU can be rated "good" in the following areas: history of New Mexico, United States history, political science, education, mathematics, geology, mineralogy and zoology. The collection is considered adequate in the following fields: history of Mexico, the social sciences in general, economics, general science, astronomy and chemistry. The library is less than adequate in general reference materials, philosophy and psychology, European and Asiatic history, geography and anthropology, fine arts, modern European languages, French and Spanish literature, English and American literature and physics.

The head librarian would in all likelihood agree to work with any form of state library cooperation if he could be assured that his staff would be augmented for this purpose. He cannot now with his present staff accept any additional assignments, even for his own institution.

The New Mexico Board of Educational Finance indicates an expenditure of 6.5% of the education and general budget of Western New Mexico University for library purposes in 1967-68 and a similar figure was expected for the following year. This is a relatively high percentage and speaks well for the interest of the university administration in its library, but one must keep in mind the audiovisual factor in the WNMU library which calls for its share of the library budget. The treatment of audiovisual equipment and services at the Eastern New Mexico University, for example, is quite different with a separate budget set aside for the audiovisual center and its staff. The total sum expended for books, periodicals and binding at WNMU in 1968-69 was $36,500 and the number of volumes cataloged was 5,500. The library borrowed 54 books during the year on interlibrary loan and sent out 23 to other libraries.

The graduate programs at WNMU enrolled a very small percentage of the total student body, approximately 8%, an indication that graduate use of the library does not exist to the degree indicated by the number of graduate programs offered in the university catalog. The small number of interlibrary loans also seems to bear out this fact. The assumption would be that the lack of depth in fields where master's work is undertaken is not so serious as one would initially surmise.

In its description of the J. Cloyd Miller Library at WNMU the university catalog includes a statement regarding "an outstanding collection of Southwestern items." Actually the collection is a small one and offers little if anything to other libraries in the state which they may not already have in their collections.

Judging the WNMU library by the ACRL College Library Standards the size of the collection barely meets the minimum requirement for the student enrollment at this institution.

NEW MEXICO STATE UNIVERSITY

University library resources at New Mexico State University are housed in Branson Library, a building erected in 1952. A recently completed addition doubled the size of the building which seems adequate for present needs. The library offers an inviting openness as one enters the building, a large staircase rising from the entry lobby to every floor on which an entire wall of glass on the north side adds to the expansive effect in the new addition.

The professional library staff seems to be stable with good professional qualifications. It is not a large staff but certain key members have been in their present positions for many years. Responsibilities of the professional librarians seem to have been carefully delegated because of the relatively few professional positions available. It is likely that any additional assignments given to the library would call for added staff.

The library owns more than 240,000 cataloged volumes;* this count does not include documents or microform materials. The library is a partial depository for government documents, receiving 75 to 80% of all materials available to depositories. Documents have been received at NMSU for many years and the library owns the microprint serials set. It is thought that the documents collection is sound and adequate. It is the policy of the library to lend documents through their liberal interlibrary loan policy.

The NMSU Library receives few requests from public libraries as most of them inquire of the State Library. Numerous requests come from special libraries in the state who often telephone their requests and, reciprocally, NMSU borrows scientific materials from these libraries. More interlibrary loan requests are received than are sent out and there is a feeling of satisfaction by the staff in regard to the interlibrary loan service. The NMSU Library is not a member of the Rocky Mountain Bibliographical Center, the interlibrary loan librarian preferring to make requests of a large number of different libraries rather than to use a certain few frequently. The staff is of the opinion that the New Mexico State University is able to meet the interlibrary loan needs of special libraries in the state in the fields of science, technology, and engineering.

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* We have since been informed that the official book count as of June 30, 1969 was 268,000. -- ADL

The history department is a heavy user of interlibrary loan service.* The emphasis in the history department was once in the history of the Southwest but now there is more concentration in European history. The library has completed its microfilm file of The New York Times but has not yet purchased The Times (London). The library owns ERIC documents on microfiche and territorial newspapers on microfilm, the latter being one area of concentration which adds depth to the collection of Southwestern materials.

The institution is working toward a graduate program in music for which they have recently purchased microform materials, especially in musicology. The record collection is small and out of date but the music department has its own collection of records. Audio-visual materials in the library are poor in general; there is a separate facility outside the library for AV equipment and materials and the staff noted that films are little used on the campus.

The earth sciences department is planning a masters degree which will include astronomy, a relatively new field, with thoughts of preparation for the PhD program.** The library holdings in the field of astronomy are noticeably weak at this time.

It is the opinion of the library staff that their holdings in agricultural materials are the best in the state, but the sample check made by the surveyor indicates that the agricultural holdings are barely adequate for their purposes. It was also the opinion of some staff members that the library is strong in engineering but again sample checking suggests that engineering holdings are weak, especially for a PhD program. In at least one survey evidence agrees with the opinion of the library staff; this is in regard to the excellent collection of mathematical materials at NMSU. The PhD degree in mathematics is the oldest doctoral degree offered at the institution.

The fields having the largest holdings in journals are the biological sciences, the physical sciences, and engineering. Strength here is beginning to be shown in the social sciences and humanities, late comers who show decided weakness through the sample check list although literature made a surprisingly good score outside of its journal holdings.

One librarian remarked that the holdings in education were "not outstanding" but the surveyor's evaluations showed the

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*The Head Librarian reports that use was unusually heavy at the time of the Rouse study. -- ADL

**There is now a PhD program in Astronomy, which will be separated from the Earth Sciences Department in July 1970. -- ADL education holdings to be especially strong. The staff agreed with the consultant that the library is weak in sociological materials. The institution is planning toward higher degrees in business administration but there are no PhD's planned for the near future and the holdings here are not outstanding.

One field in which the PhD degree is offered, biology, measured only "adequate," but the collection in physics rated "good." Another department that offers a doctoral program, chemistry, did not rate well, qualifying "poor," although the department does offer the PhD degree.

Disciplines with "good" holdings were as follows: philosophy and psychology; history of the United States (especially encyclopedias and dictionaries but biographies less so), history of the old Southwest (excellent); history of New Mexico, history of Old Mexico, social sciences general (somewhat weak but building); political science (not strong); general literature, education, physics, Spanish literature, and mineralogy. Areas which seemed to be adequate included the following: general reference and bibliography, religion, history of Russia, Poland and Finland, history of Africa, history of Latin America, geography and anthropology (probably not adequate for graduate programs), music (almost inadequate), French literature, English literature (but most inadequate for planned PhD), American literature (same as preceding), German literature, astronomy (weak in view of planned doctoral program), natural history and biology (inadequate for PhD program). The following fields were considered to be poor: history of Great Britain, France, Germany, Spain, Asia; Indians of North America; American Revolution and Civil War; economics; sociology; fine arts; modern European and Russian literature; general science; chemistry (PhD offered); geology; zoology and agriculture.

A special collection in Russian history of the 17th and 18th centuries, the Mashbir Collection, is the only unique group of materials in the library.*

If a university library can be measured against the ACRL College Library Standards the NMSU Library must be declared inadequate for the size of its student body. The holdings of the library now number about 240,000 volumes whereas the standards would require the collection to number 365,000 volumes.

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*The Head Librarian has called our attention to two other collections of note -- the Eugene Manlove Rhodes collection and the Sarabia materials on Latin America.-- ADL

It is indeed unfortunate that the second largest academic library in the State of New Mexico does not meet the volume requirement of the College Library Standards. A new library director has come to NMSU and the annual report of his predecessor shows that the book budget for last year was less than for the previous year. The number of serials received is the redeeming factor in an otherwise woeful picture in statistics: 5,680, a commendable figure for the size of the library budget. This indicates that NMSU, with a subscription list of 4,256 periodicals, can be relied upon with some assurance for current issues of scholarly and scientific journals.

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NEW MEXICO HIGHLANDS UNIVERSITY

The library building at New Mexico Highlands University is perhaps the most attractive structure on campus. It provides adequate library facilities with a spaciousness that is the envy of many librarians. The building was planned oversize and future growth is assured without an addition for a number of years. The plan of the building is satisfactory although access to the book stacks seems, initially, to be forbidding but this is diminished as one learns his way around. The unfinished appearance of the structure was planned by the architect.

The professional staff at Highlands is for the most part well trained and competent. There is one exception which the surveyor discussed with the head librarian. The morale of the staff seems high. There is no acquisitions librarian as such and no verification is provided before books are ordered. The reference librarian has little to do, she reports, in assisting the students and faculty with reference questions or research.

It is the opinion of the surveyor that the staff of the New Mexico Highlands University Library would probably be able to accept additional duties or responsibilities for serving off-campus clientele if such arrangements were agreed to by the library administration.

The library staff seems aware of the need for outside resources and interlibrary loan is resorted to with regularity. Biology is the field making the largest number of requests, probably because of the activity of the department head in research and writing. The materials in the biological sciences were previously checked out by the library staff against a basic list and they reported the holdings to be adequate. Psychology, chemistry and history follow in that order. Masters degrees are offered in all these fields. English literature uses interlibrary loan also but there have been only about two theses produced each year.

The library has not yet completed its microfilm file on the *New York Times*, it has no ERIC, no Evans *Early American Imprints*, but is buying backfiles in microfiche of scientific society publications. The library borrows about ninety interlibrary loans per month, most of these in science, history and education. The Los Alamos Scientific Laboratory is used most heavily for biomedical materials but also psychology, physics and mathematics. The Highlands University Library lends very few materials, about three items per month.

The library has some strength in the area of Spanish territorial history. The Arrott Collection of Southwest Materials, especially New Mexico military history (Fort Union), is the personal library of a benefactor. The collection has not grown as nothing has been added to it. The Arrott Collection is housed in a very attractive room and featured as the most unique collection in the library.

Membership is held in the Bibliographical Center for Research at Denver. The library spent last year for serials $20,000, for books $20,000, and for binding $6,000. Forty-three percent of the budget went for social science materials and thirty-eight percent for humanities and general works. Four thousand and twenty volumes were cataloged last year.

In view of the degree programs offered at the institution, twenty-one masters degrees in as many different fields, the surveyor was disappointed in the holdings of the library. He found the collection to be good in very limited areas, specifically general bibliographical works, history of the old Southwest, history of New Mexico and Old Mexico. The book collection is thought to be adequate in philosophy and religion, the history of civilization, the history of Spain and Portugal, Indians of North America, music, Spanish literature, Shakespeare materials, American literature (especially prose), astronomy, mineralogy, natural history and biology. The collection seems to be poor in many fields of history and literature. The holdings in the physical sciences do not seem adequate although mathematics is better than others. The fine arts, education, and modern European languages are weak. There is only one collection in the Highlands Library which might be called upon by libraries in or outside the state, and that is the collection of materials on old Fort Union, New Mexico, which is indeed a unique collection in some depth, albeit narrow and limited in scope.

The size of the collection at Highlands, 100,000 volumes, is smaller than the figure stipulated for such an institution by the ACRL College Library Standards by 25,000 volumes. These standards were set up for libraries which "may or may not offer graduate degrees" and the Highlands program of graduate studies is extensive. The State of New Mexico Board of Educational Finance states that Highlands spent 5.4% of its institutional budget for the library in 1968-69. This figure would provide adequate support if the library had a strong base upon which to build originally but there is evidence that such strength does not exist.

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UNIVERSITY OF NEW MEXICO

The University of New Mexico Library is housed in an attractive functional building which is adequate for present needs. A new addition, completed in 1966, makes it a modern, efficiently planned library which combines contemporaneous function with New Mexico tradition. Rare book and special collection areas are noteworthy, housed in the original building and providing a pleasant atmosphere. These are the Coronado Room (New Mexicana), the Thomas Bell Room, (rare books and restricted circulation books), the Clinton P. Anderson Room (Western Americana), and the Map Room. An openness prevails throughout the building which is inviting even to the newcomer.

It is disappointing to note that the library staff, except for the university librarian, obviously do not hold faculty rank as they are not listed with the faculty in the university catalog and no faculty ranks are shown with their names in the section where they are listed.* This fact seems to have little effect upon the morale or the professional attitude of the library staff. Most of the librarians have a positive attitude toward service, however, and they meet the public with a genuine willingness to help.

In general, the duties and responsibilities of each professional librarian are well-defined and, to say the least, sufficient to completely fill his time. This is to say that the university library is in need of additional personnel to adequately carry out present assignments and to expand services where they recognize need and where they have set goals. No person on the staff observed by the surveyor seemed insufficiently challenged with his particular assignment. It is therefore doubtful, under the present circumstances, that any staff time could be devoted to "extra-library" activities requested of the University of New Mexico Library system as it is now staffed.

The library collection at the University of New Mexico is considered a prize in the state, an oasis for the student and scholar -- yet the size and depth of the collection do not measure up well against the national average. The excuse sometimes used in reference to a low state population figure does not hold up in this case as the facts show that most low population states support state universities and their libraries better than New Mexico does. The State of Nevada, for example, has about one-fourth of the population of New Mexico, yet spends on the state university library about $3.40 per capita

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*UNM librarians now do have faculty status. -- ADL (state population). While not considered "adequate" other state per capita figures surpass that of New Mexico which is $1.06 per capita. Utah, with a population smaller than New Mexico, spends $1.59 per capita; Delaware, with a population nearly one-third smaller than New Mexico, spends $1.80; Wyoming, with a population one-third that of New Mexico, spends $1.50; Vermont, with a population one-third smaller, spends $1.90. Even Alaska, with a population only one-quarter that of New Mexico, spends $1.20 per capita and Hawaii, whose population is one-third smaller, spends $1.60. Of the fifteen states in the "low population" category (under one million people), only five rate lower than New Mexico in per capita support of their public university libraries. Although the comparison method is useful in making judgments and arriving at statistics, it is better if an institution can be measured in view of the local needs, resources, and goals.

The major portion of the time given by the consultant to the University of New Mexico Library was spent in an effort to evaluate the quality of the book collection. The sample check made against the Books for College Libraries list has only slight meaning for the University of New Mexico. It may be considered unfortunate if the collection compares unfavorably in almost any category and hardly any credit can be given for a favorable showing since the volume is, of course, meant to be a basic list of books for college libraries. It is true, however, that the survey indicated a poor rating for the collection in some classifications. These are: the fine arts, modern European languages, Russian literature, astronomy, history of Great Britain, Germany, and Africa. Biology and zoology stand on the borderline of "poor" to "adequate." The collection measures up well in the following fields: Indians of North America, history of New Mexico and Old Mexico, and mathematics. The collection is also well developed in Latin American materials, anthropology and geology, United States history, (but weak in United States biographies), education, and Spanish and Portuguese literature. The sociology collection may be considered adequate for undergraduate work only, although the university offers a masters degree in that field. The Doctor of Philosophy degree is offered in the following fields: American studies, anthropology, biology, chemistry, economics, education, engineering, English, geology, history, Ibero-American studies, mathematics, medical sciences, philosophy, physics, psychology, and Spanish. In addition, the institution offers the degree Doctor of Education. Without question the library holdings in these fields should be extensive and for the most part this is the case, but specific categories within some of these fields are not sufficiently developed. This is true for the area of European history. Biology and zoology do not make a good showing, especially for an institution with a PhD program in the medical sciences.

The list of fields in which the masters degree is offered is lengthy, and some of these programs apparently do not have adequate library holdings for their needs. More attention should be given to the development of the following fields in order to support the masters degree programs: French, biology, chemistry, sociology, economics, and European history. Biology seems to be the weakest of these and chemistry borders on "adequate."

The library has in its collection some very good works in microform including the Pollard and Redgrave Early English Books, Sabin's Bibliotheca Americana, AEC depository items on microfiche, The New York Times, etc. The special collections are particularly rich in photocopies of Spanish and Mexican archival material dating back to the 16th century, New Mexico territorial papers, county and state records, some personal papers of early political leaders, bank records, the A. B. Fall papers, and numerous other local history and New Mexico materials.

Although the humanities department including history, numbers about 180,000 volumes, that collection is noticeably weak in some areas. Only a small percentage of the titles listed in the poetry and short story indexes are found in the library. There are definite needs noted in journalism and drama although no graduate degrees are offered in these fields. Speech is also weak, a fact which is all the more serious because there is a masters degree offered in the field. The collection in the humanities department stands up quite well in other respects, however. It is encouraging that there are subscriptions to all the journal titles listed in The Social Sciences and Humanities Index, and the checking made against other bibliographical lists made a good showing for the department. Southwest history holdings can be considered "excellent." The department has such important sets as the Bancroft Library catalog, the New York Public Library History of the Americas catalog, The Hispanic Society of America catalog, Early American Newspapers (Readex on microprint), and The Yale Collection of Western Americana. The holdings in religion are surprisingly good and those in Germanic languages surprisingly poor.[1]

The only mention of the University of New Mexico in the publication An Assessment of Quality in Graduate Education [2] concerned its department of anthropology for which the grade of "adequate+" was granted. The library holdings in both anthropology and archaeology reflect this rating in results shown by this survey, both rated "good."

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1. Appendix A-3.

2. Allan M. Cartter. Washington, American Council on Education, 1966. P 32.

Another field within the social sciences, education, might be classed "good" except for the large number of degree programs in that field. Within the College of Education one can choose from a listing of 16 different fields for the masters degree, or select the PhD or EdD. The holdings in education can therefore be graded no better than "adequate."

The library receives all ERIC publications on microfiche in addition to those of the Human Relations Area File (HRAF). There are no microfilm printers for copying these, but they can be read and manually copied. The social sciences department also owns the book catalog of the Peabody Museum. Documents in the social sciences are classified in the acquisitions department and housed in the social sciences department (a few documents are given the Superintendent of Documents classification). The department staff can be commended for its on-going practice of collection development by regularly checking holdings against such lists as Winchell and supplements, Index of Economic Journals, and Education Index. In the science department, the mathematics stand out as probably better than the other sciences. The sample check against Books for College Libraries made for this survey indicates this fact, but the professional staff was of the opinion that biology was stronger, although weak in biochemistry. The survey check showed, for example, that the library owned three of six dictionaries listed in biology and eight of thirteen general works in biology listed. It owned nine of thirteen general works listed in evolution. Chemistry and geology measured only "adequate" by these same standards but general science and physics were quite good. There are no graduate programs in astronomy but holdings were none the less found wanting, even though only eleven courses are offered in the field. Gaps in the journal holdings in chemistry, physics and math were apparent. Many of these can be filled by reprint editions, the prohibitive factor being the cost. There is virtually no collection of agricultural materials but no real need exists since no courses per se in this field are taught. The science department is beginning to pick up more English translations of Russian journals which will add resource depth to the collections. Psychology, which rated "A+" for its holdings, is one of the heaviest-used collections in the science department. The staff believes that, although good, the collection should be more extensive because of the amount of research carried on in the field.

Some important sets and indexes found in the science department include Index Kewensis, Gray's Herbarium Card Index of Plants, STAR (NASA Index), International Library of Scientific Literature, The U. S. Department of Agriculture Bibliography of Agriculture, Nuclear Science Abstracts, Chemical Abstracts, Meteorological Abstracts, Index Chemicus, Geo-Science Abstracts, Bibliography of North American Geology, Electrical Engineering Abstracts, Science Citation Index, and Metals Literature. The library includes the publications of the Royal Society, Beilstein's Handbuch der organischen chemie, an index to Russian geological publications, and an abstract journal for Russian mathematics. The staff makes a practice of checking reference works in the field and marking the call numbers of those titles held. It is their opinion that in general the science and engineering faculty is satisfied with the collection as they seldom hear complaints from them. There is a recent development in the science department regarding interest shown in home economics and nutrition but this is new and undeveloped at present.

In the general reference department of the library the collection seems above average and, for the most part, current and up to date. One new encyclopedia is purchased each year, the rotation method being used as to publishers. The National Union Catalog was recently added to the reference department, the past practice being for them to share that work with the technical processing area. There is very little duplication between the titles held in the departments and areas within the building.

The reference staff responded with caution to the question regarding service to extra-university clientele. It is the opinion of the interlibrary loan librarian that if their work were increased additional staff would have to be added. Even if this were accomplished, she feels, there would be no solution to the problem raised by a book being charged out to a non-university person when a student or faculty member wanted it. Additional funds or staff would not mollify such a situation. The library imposes an annual $10 fee on Albuquerque residents for the use of the library which reduces the number who request cards. The staff remarked that New Mexico academic libraries were established for specified persons and that the tax money for libraries is earmarked for academic purposes.

The University of New Mexico Libraries Annual Report for 1967-68 reports 1339 volumes sent out on interlibrary loan to other libraries and 1937 volumes borrowed. In the 1968-69 Annual Report, the figures are 1453 and 1811, an increase in lending and a decrease in borrowing.

Over the past year the history department was far and away the heaviest borrower through interlibrary loan. Their usage of this service was three to four times that of the nearest contender. Next were the fields of education, English, and modern languages which were almost equal in their use of interlibrary loans for faculty and graduate students. The materials most frequently sent out from UNM through interlibrary loan were the sciences, with history, education, and English following in that order.

The scientific laboratories and federal projects operating in New Mexico, particularly those in the Albuquerque area, have a definite bearing on the interlibrary loan use pattern at UNM. Some of these agencies have good scientific book and journal collections of their own from which UNM borrows with some regularity but to whom they lend with much greater frequency. The interlibrary loan librarian remarked that when she borrows in science she thinks first of Sandia Laboratories Library at Albuquerque which issues a list of its journal holdings. Next she will turn to the Air Force Weapons Laboratory Technical Library which has good holdings in materials in airforce weaponry and aerospace. The U. S. Defense Atomic Support Agency at Albuquerque is strong in military, physics, nuclear and weapons literature. The Los Alamos Scientific Laboratory Library, which also has atomic energy materials, is not far from Albuquerque. This library also issues a list of its serial holdings. The interlibrary loan librarian noted that she often turns to the New Mexico Institute of Mining and Technology for geological materials, and to New Mexico State University for the life sciences, although she frequently finds it necessary to leave the state for older materials in this field. There is very little borrowing from other libraries for fine arts books or journals. UNM is not a member of the Rocky Mountain Regional Bibliographical Center for Research with headquarters at Denver.

A stimulus to the interlibrary loan business in New Mexico is the free telephone service into UNM which is enjoyed by other state colleges and universities. Another factor which encourages its use is the prevalence of serials lists in the state; many of the academic libraries prepare and distribute them to other libraries. The Southwestern Union List of Serials will soon be complete and will provide a composite of serial holdings in the state and nearby regions. The UNM Medical Library has a teletype machine but the absence of the same equipment from academic libraries over the state precludes their taking advantage of it.

The UNM catalog states that the institution

> has as its primary responsibility the task of serving the citizens of the State of New Mexico by offering the opportunity of a well-rounded education at the higher level. The ultimate goal of college or university education is to equip the maximum number of citizens with the understanding and wisdom which will aid them in becoming useful and responsible members of a democratic society. The University also recognizes its duty to supply other services which foster the culture and welfare of the people.

Taken literally this statement obligates the library of the institution to serve all the citizenry upon request, yet one must temper this concept with an understanding of the direct purposes of the institution as established by state law.

In reviewing the total picture of the library at UNM, one should go back to the report of a survey made by Maurice F. Tauber, _Technical Services in the Libraries of the University of New Mexico_.* Dr. Tauber wrote of the relative youth of the institution, especially its library holdings, and noted that the inability of the library to purchase current materials as published only increases the subsequent cost to the library when they are sought later. He called attention to the rapid maturing of the institution in science and culture, noted partly through its various publications, and stated that "the institution has been engaged in a significant effort to increase knowledge and disseminate it among the learned world in general."

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*Tauber, Maurice F., Technical Services in the Libraries of the University of New Mexico; a Report of a Survey Made July 2 - 17 1964. -- ADL

EASTERN NEW MEXICO UNIVERSITY

The catalog of Eastern New Mexico University states that as authorized by the Constitution of New Mexico the institution "is designed to provide higher educational and cultural opportunities for New Mexico and the Southwest," and concludes its statement on "philosophy and purpose" commenting on its responsibility "for conserving and expanding knowledge and ideas." The youngest institution of higher learning in the state, ENMU was founded in 1927 and its library of 113,000 cataloged volumes (plus documents and microforms) reflects the progressive attitude that prevails over the entire institution. As a four-year liberal arts college, the institution was first accredited by the North Central Association of Colleges and Secondary Schools in 1947 and added its first graduate program in 1949.

The library of the institution occupies an attractive and well-planned building near the center of the campus. The need for additional space is a serious problem and a two-phase addition to the building has been scheduled. At present it is unfortunately necessary that individual offices for the administrative personnel be foregone and desks are placed in several large open spaces.

The library has reclassified the book collection from Dewey to Library of Congress. A most commendable rate of reclassification has been maintained, approximately 24,000 volumes per year being reclassified with a cataloging staff of only two professionals and 3.25 clerks in addition to students.

The ENMU Library does not own an outstanding collection of special materials but it does have a good small collection of New Mexico and Southwest materials.* The library also serves the University in collecting and organizing all University archival materials. It is a member of the Bibliographical Center for Research and has served as a selective U. S. Government Depository since 1965. In recent years emphasis has been placed on acquiring materials in non-print format. Many specialized or older periodical backfiles are received in microform. This results both in a saving of shelf space and in binding costs.

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* The Southwest collection includes the papers of Father Stanley Crocchiola. In addition to New Mexico and Southwest materials, the library has a collection of unpublished science fiction. -- ADL

The professional library staff of eleven seems stable and proficient. They hold graduate degrees and are held in high regard by the library administration. As a group they impressed the consultant as very professional, pleasant, and loyal to their duties. It is doubtful, however, that any of the professional librarians would be able to assume any duties in addition to those now performed. The public services librarian demonstrates her interest and ability in making guides and lists, such as the "Guide to Literature of Economics at ENMU,"[1] available to the faculty and students. This librarian keeps the reference collection current and viable by regular checking against such lists as Winchell and the supplements.

The proportion of professional to nonprofessional staff is somewhat unbalanced and there is an inordinate number of part-time student assistants employed. There should be more than 13 clerks working under the supervision of the 11 professional librarians and 125 part-time student employees is a large number to be supervised by the staff as it now stands.

The quality of the book collection falls short of expectations when carefully analyzed in view of the degree programs offered. The sample check made against the lists in Books for College Libraries showed that only one field, physics dictionaries, measured 100%. Four classifications rated 80-85%: anthropology, education-reading, higher education, and American literary prose. The rating of 70% was attained by one category, Russian history. These holdings may be qualified as "excellent," since the California list was not prepared for the course work at ENMU, and since the library undoubtedly has many good titles not included in the California list.

Less gratifying are the scores made by many other classifications. Out of the total of eighty categories checked, 46 at the ENMU Library fell below the 50% score. All others were graded at 50 to 63%. The masters degree is offered in a large number of fields at the institution and some of these are not well supported in library holdings. The general reference collection is adequate and kept up to date but the holdings in trade and national bibliographical works are weak. The business and economics section is considered by the staff to be very good and education holdings showed up significantly in the survey check. The collection includes Evans Early American Imprints, Sabin's Bibliotheca Americana, and the complete New York Times on microfilm with Index in book form. The Bibliotheque Nationale is not found in the library. The documents holdings are meager since the library has been a depository only five years. Political science is not strong although the M. A. degree is offered. Literature is considered "adequate" according to the staff but only American prose rates higher than 55% in the BCL check and the M.A. in English is offered. Home economics materials "meet the demands," according to a librarian who was questioned.

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[1] Appendix A-4.

The library administration recognizes the need for systemized collection development and steps have been taken in this direction. Each professional member of the staff has the responsibility for supervising the development of one or more categories of the collection, a certain segment of the classification scheme. Some staff members issue mimeographed lists for the faculty and students, "guides to literature," listing important reference tools in the field, indexes and abstracts, and subscription services received. Some check their holdings against standard lists at intervals and lecture to graduate classes in their field of responsibility.

Another salutary sign is the fact that budget for salaries and the budget for books and materials stand in good proportion--approximately equal. The university administration, as well, seems to understand the need for improvement in the book collection as the library received its request for an increase in the percentage of the total educational and general budget allocated for library purposes, now receiving 7% which compares quite well with the 5% figure considered by most as the minimum standard.

The ENMU Library is a much greater borrower than a lender through interlibrary loans. Last year there were 631 transactions in borrowing and 110 items were lent. The library had not previously had its holdings listed in the Southwestern Union List of Serials but when the new issue appears their holdings will be included and their lending will increase. The majority of materials borrowed by ENMU is in the sciences. Although a member of the Denver Bibliographical Center, the interlibrary loan librarian sends only about 25 requests per year to that organization, feeling that time is saved in using nearby members of the Southwestern Academic Library Consortium. Lubbock is only 125 miles away and their lending service is fast. Four days is the usual time required to receive New Mexico and Lubbock materials. In locating materials much dependency is placed upon The Texas List and The Southwestern Union List of Serials.

The ENMU Library was on the Abel blanket plan two years ago but was forced to abandon it when faced with a major reduction in federal grants. The staff was pleased with the plan and look forward to returning to it in the future. The budget figure for the Abel plan was about $30,000 which seems low for an all-books-current plan. Obviously ENMU was highly restrictive in the categories chosen for purchase. The library budget statement for 1968-69 [1] indicates that, in view of the heavy interlibrary loan borrowing in the sciences, consideration should be given to an increase in the budget allocations for the sciences. If the faculty is not diligent in spending the funds, the staff members responsible for the various sciences might see that this is accomplished.

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[1] Appendix A-5.

Special mention should be made of the audio-visual center which is a part of the library but separately administered and budgeted. The center is supported on a broad level and is well staffed with knowledgeable personnel. It includes a library of 5,000 films which are sent out all over the Southwest. The AV center is a production center, making graphic transparencies and opaque materials for the faculty designed to their specifications for class presentation. Preview rooms are provided for the classes and regular credit courses given in instructional media equipment and materials. The AV center is a depository for wildlife films, both state and national, as well as Red Cross films. These are available to requesting institutions at no cost. Last year 3,000 transparencies (including maps) and 7,000 slides were produced for classroom use. Classical and non-music records are also available. The center has six head-set stations for individual use by the students.

SUMMARY AND GENERAL COMMENT

The overview of academic libraries in New Mexico is not a satisfying one -- the weaknesses and shortcomings loom large. To use the excuse that New Mexico is a "low population state" is not reasonable in view of the fact that ten other low-population states are providing better academic library service than in New Mexico. One book collection, the University of New Mexico Library, stands out as exceptional, surrounded as it is by small ones, but measured beside most other state university libraries in the country, it is woefully inadequate. It is a sad commentary that the second largest academic library in New Mexico does not meet the provisions for the ACRL Standards for College Libraries in volume count. It is also unfortunate that every major university offers several masters and some doctoral degrees for which the library collections are totally inadequate.

The paradox is the surprising fact that the State of New Mexico with its beauty, youth, health, freshness and verve will permit its academic facilities, which prepare its youth for useful service, to lag behind in an age when man is exploring the universe. Even to know that the same academic institutions are within a stone's throw of some of the nation's greatest scientific laboratories, located within the state!

One wonders at the figure shown by the Board of Educational Finance for the percentage of the college and university budget that is allocated for library purposes. The BEF report does not indicate from what total that percentage is taken, whereas the standards specify that it should be calculated from the institution's educational and general budget. The percentages for New Mexico institutions range from 3.9% at New Mexico Military Institute to 6.8% at Eastern New Mexico University, the average for the universities being 5.6%. With 5% considered a satisfactory minimum by college and university library standards, the high percentages published by BEF present an enigma. The Board reports show that all the major academic libraries have received such high percentages (some up to 6 and 7 percent) for the last seven to nine years. The book collections, staff salaries and library facilities do not reflect this kind of support, i.e., such percentages based on educational and general budgets.

The percentage figure is used, one supposes, to measure the library "growth ability" against the ambitions of the educational programs of the institution -- the higher the sights of the academic program, the greater should be the ability of the library to meet its responsibility within the over-all institutional goals. If the administration and faculty, for example, sanction and initiate an additional masters degree program, the cost of this new program will be added to the existing education and general budget of the institution. The library should receive its share of this new sum in order to prepare for new courses, the enlarged faculty, the specialization of graduate students, and in some cases, it must enlarge the library staff. If such courses and degree programs are added with no concern for the needs of the library in regard to those additions, as often happens, the result will be dissatisfaction on the part of students and faculty with the inability of the library to meet their needs.

Too frequently there is criticism from a faculty or even an accrediting organization (who often accept what they hear from members of the faculty) regarding the inability of the library to supply needed materials or services, whereas the problem is usually begun with the endless craving of faculties and administrations for more graduate programs without due attention to library support for these programs.

The number and level of graduate degree programs at all of the New Mexico universities are far out of proportion to the ability of library facilities to support them. Where this kind of disproportionate decision-making takes place is where the librarian should be when it occurs. Frequently this is directly in the president's office in the presence of a select few and the librarian is not invited. In such a case he can only attempt to negotiate a previous appointment with the president or another proper and responsible administrator, if forewarned, and present his case in advance. Sometimes the curriculum planning is acted upon in an academic or dean's council, of which the librarian should be a member in any case. Most often, the general faculty presents new programs to their own governing body; the librarian or a member of his staff should be a member of that body and make it his business to be present to speak to the issue. Curriculum committees deal with such matters and it is fortunate (and unusual) when a member of the library staff finds himself on this committee where by all rights he should be. In any event, aggressiveness and even aggravation may be the order of the day to make certain that the needs of the library are brought into any deliberations on new degree programs.

The size of the New Mexico university libraries professional staff rate well when scaled alongside some of the country's better (not necessarily larger) institutions of higher learning. A comparison was made with the following institutions in the HEW Library Statistics of Colleges and Universities, 1968: University of Colorado, Colorado State University, Northern Illinois University, Southern Illinois University, Northwestern University, Florida State University, and The University of Nevada. The average number of professional librarians per one hundred faculty members for the libraries of those institutions was four; the New Mexico universities came through with the same figure, ranging from two at WNMU to six at ENMU.

From the same source, figures show that the beginning salary paid to professional librarians in New Mexico who hold the fifth-year library degree is directly in line with those paid by the institutions named above. Many "restricted" symbols appeared regarding the salaries of chief librarians, but a comparison was made at a "higher middle class" level labeled "Heads of Major Library Units" and here New Mexico suffered badly. None of the institutions named above paid less than $10,000 at this level and no New Mexico institution paid more than $8,553.[1]

The consultant feels compelled to comment on the encouraging attitude of the head librarians toward serial lists. The Southwestern Union List of Serials is receiving the interest of all and, in addition, most of the university libraries, as well as special libraries, issue their own listing of periodical holdings and distribute these to their colleagues in libraries of all kinds in the state and region. This is the most obvious way in which New Mexico academic librarians are demonstrating their interest in developing good library service across the state.

Conspicuous by its absence during the consultant's visits was an interest in automation and computer usage among the college and university libraries in the state.* While one will acknowledge the high cost of such operations and the budget problems with which each library is struggling, there should be somewhere a spark of interest and a shoestring effort going on in the corner of some academic library basement in New Mexico. No evidence of this came to light in this investigation. Perhaps the state library association could offer encouragement, long overdue, in this direction through programs or workshops planned around the subject.

The most commendable joint effort of New Mexico academic librarians in recent years is the formation of SWALC -- Southwest Academic Library Consortium. Comprising twenty-seven libraries of institutions of higher learning in three states, the Consortium was organized in 1968. The brochure[1] published by the organization explains that its purpose is to "develop and operate a plan for voluntary cooperative acquisition...to share library materials... to exchange...lists of serial holdings," etc. The committee will also investigate the possibility of storage facilities and the installation of a communications system. At a meeting of Consortium members on the University of New Mexico campus July 19, matters considered included the following: In regard to the joint application for federal funds, what is the contractual obligation of an institution that agrees to collect in a specific field -- must it spend heavily every year to keep its end of the bargain? The consensus was that there should be voluntary cooperation whereby an institution merely informs all others when he is building in a field, but it should not feel compelled to buy everything published in that field. One extreme is a central depository of mutually owned materials with all federal grant funds going into such materials -- the other is dividing the grant money and permitting each institution to do with it whatever he wishes. The decision was made to follow the latter plan. Notifying other institutions of strengths and weaknesses would bring dissatisfaction to faculties, it was noted and no such distribution of information will be pursued.

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[1] Not all New Mexico universities supplied information for publication. These figures are over a year old and it can be assumed that improvements have been made -- perhaps in the other states as well as in New Mexico.

* Exceptions to this statement are the UNM Medical Library and Technical Applications Center -- ADL.

The university administrators present expressed an interest in knowing where the strengths, not necessarily the weaknesses, of other members lay, for the purpose of borrowing. Attention was called to the fact that serials holdings, usually a Xerox of kardex files, are exchanged by member libraries. The New Mexico libraries agreed to use the Clapp-Jordan formula in determining strengths for the application of grants. It is used internally at UNM. This formula takes into consideration the levels of programs and the levels of materials.

WICHE, the Western Interstate Commission for Higher Education, is an organization of educational institutions in thirteen Western states. The purpose of the organization is to administer an agreement (the "Compact") to cooperate "in order to provide acceptable and efficient educational facilities..." On July 18 New Mexico librarians were called together to confer on a proposal for library education in the state through WICHE. Dr. Larry Allen directed the discussion and expressed the purpose of the meeting as a consideration of the continuing education needs of New Mexico librarians. What are the library personnel needs and what educational resources are available in the state? Concern with the library manpower shortage was emphasized and it was noted that the personnel needs are not confined to professional positions. WICHE emphasis will be placed on the informal training of librarians through continuing education. All personnel in the library might be involved. Funds will initially come from Title III and eventually from foundations. The plan will be called the Cooperative Development Educational Program for Libraries and September 1969 is the target date for naming a program director. An advisory council will be formed of state librarians. Questions asked which the program hopes to answer included the following: What are the educational needs of library personnel in New Mexico now; what skills should they have; what kind of library resources exist in New Mexico; what kinds of programs, people? Training programs are needed in the large public libraries much like those that have existed for years in industry. A position with such a title as "Director of Continuing Education" could evolve in each WICHE state. Both graduate and undergraduate programs are to be considered, Dr. Allen said.

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[1] "Southwest Academic Library Consortium: A Tri-State System of Cooperation," April 1969.

State libraries are the proper agencies for such programs as these rather than educational agencies, he feels. Why? Because library science faculties are not adequate for such a broad program as is envisioned here -- because "many existing educational programs are too fixed and firm in old traditions." The WICHE program will not follow the line of library education that is now offered in such schools.

The program is not intended to duplicate what is now done in library education. Its purpose is to stimulate agencies (as library associations) to support programs of training -- it is meant to supplement, not supplant.

The meeting was a "brainstorming session" to put questions out, recognize needs, define problems, and to look toward implementation of means of solutions.

Both SWALC and WICHE have implications for the future of library service in New Mexico. Both are based upon cooperative efforts and lend assurance to the premise that New Mexico librarians are searching for a means to an end, that end being broadened and improved library service across the state.

Some battles must be won at home on the campus before the collective New Mexico academic librarian can undertake cooperative ventures that will cost him in staff and materials. The New Mexico academic librarian must first improve his image and gain the confidence of those who write the checks. Obviously, NMLA is on the right track and should continue its work toward all-library cooperation but the principal obstacle at this juncture seems to be a lack of communication and understanding on the part of a few. A fissure seems to separate two factions of librarians in New Mexico and real state cooperation cannot be attained until some progress is made in its healing. One part fears domination by the other, but many who work in libraries in states where cooperative programs involving academic, public, and state libraries have developed will testify to the unsubstantiality of this vein of thought.

The majority of academic librarians in New Mexico are forward looking and would not oppose a cooperative effort with other state libraries, but some are strapped with tradition and feel wary of such ventures, perhaps justifiably so because of budget limitations. Only one library was observed by the consultant which actually has the staff now available to assume any additional responsibility without funds for added personnel.

The consultant will venture one observation which is only an estimate of probabilities, assuming a specific cooperative project were undertaken. Let us say that the larger libraries in the state form a network for interlibrary lending and function through the State Library as the "winnowing" point. That collection would be substantially improved to meet its new responsibility. It will be the responsibility of the State Library to attempt to fill from its own collection every request coming in from across the state. Those that it cannot fill will be forwarded by wire to other libraries. Thus, the libraries now receiving "nuisance" requests from smaller libraries will be relieved of many such inquiries as the State Library supplies that need. Of course, these same libraries which are thus relieved will also see an increase in another kind of request as the volume of business increases statewide. The probability exists, therefore, that the workload for any one library, even for UNM -- the largest resource, may not increase to any great extent as one kind of interlibrary loan request is diverted and another added. It is even possible that with the provision of outside funds for personnel for a statewide interlibrary loan speed communication network, some of the time of the present staff could be diverted to other needs. Thus a "plus" for the academic libraries instead of a "minus" for their cooperative efforts may be the result.

The high degree of interest that New Mexico librarians have in cooperative projects is shown in the paper issued by them, "Cooperative Activities and Projects for New Mexico Libraries." The academic librarians made two suggestions for that paper: (1) a free exchange of Xerox copies among state libraries (a practice now followed) and (2) the investigation of a statewide communications network. If interlibrary loan business warrants it, consideration might be given to a transport system to operate from Las Vegas to Los Alamos, to Santa Fe, to Albuquerque, and perhaps beyond, delivering library materials (and/or passengers) on a scheduled basis. It is the opinion of the consultant that the academic librarians are now prepared to work toward some kind of cooperative project providing dunds can be found.

By calling upon their own initiative and innovative thinking, New Mexico librarians will unquestionably establish a unique and satisfactory plan of cooperation which will probably involve more than one of the ideas expressed here or in their paper. The writer also believes that the academic librarians will be the source of strength and support behind any such effort.

APPENDIX A-1

ARTHUR D. LITTLE, INC.

NEW MEXICO LIBRARY SURVEY

Academic Library Questionnaire

1. Name of institution________________________________

2. Enrollment spring 1969 (FTE)________________________

3. Number of faculty___________________________________

4. List fields in which masters degrees are offered_________

____

5. List fields in which doctoral degrees are offered________

____

6. Size of staff:

   a. Professional librarians (5th year library degree)

   ____

   b. Nonprofessionals (including FTE student help)

   ____

7. Library holdings end of last fiscal year_______________

8. Number of volumes added last year_____________________

9. Number of periodical subscriptions received last year_____

10. Volume capacity of present building__________________

11. Is a new addition imminent?__________________________

12. Total annual library budget last fiscal year____________

APPENDIX A-1 (continued)

13. Sum spent for books, periodicals and binding____________

14. Sum spent for salaries (including part-time student wages)

____

15. Annual salary for new, inexperienced professional librarian

____

16. Names of any special collections and number of volumes in each (specify field of specialization if not apparent in name)
____

17. Number of interlibrary loans lent by your library last fiscal year
____

18. Number of interlibrary loans borrowed by your library last fiscal year
____

19. Names of libraries from which you borrow most frequently

____

20. Which do you request more often, journal articles_________,

monographs__________, documents__________, or reports

____

(If any borrowed with equal frequency check both or all)

21. In what field(s) are most of your requests?

22. Do you borrow from the New Mexico State Library in Santa Fe?

Yes___No____. If not, is it because your needs are too

specialized for that collection?__________Other reason

____

23. Do you feel a need for a faster, more direct tie-in with a

large resource collection? Yes_____No_________

APPENDIX A-1 (continued)

24. Do you have occasional requests from local citizens?

Yes_______No________. Industry? Yes_____No________.

Government agency? Yes_________No___________. Do

you charge materials out to them? Yes________No________.

Return to: Dr. Roscoe Rouse
Director of the Library
Oklahoma State University
Stillwater, Oklahoma 74074

APPENDIX A-2

BOOKS FOR COLLEGE LIBRARIES

Titles To Be Checked Against Library Holdings

PAGE #	SECTION
1	AG; AI
3	B41-50
9	B790-804 (End After Gilson)
27	BF21-28; BF30
28	BF31
46	BL1-50 (End After Huxley)
84	CB5-7; CB51-59
92	D6-8
109	DA28-35 (End After Greene)
125	DC35-41
132	DD84-95
146	DK1-18
154	DP56-86
159	DS31-35
181	DT1-6
194	E77
201	E171
202	E174
203	E176-176.8
210	E201-298
215	E337.8
217	E415.7
238	F396
242	F786-850; F791-805
250	F1201-1210
253	F1410
261	G80-81
269	GN23-32
284	H41-49
288	HB61
300	HC101
355	HM1-17; HM19-22 (End After Mihanovich)
356	HM51-68 (End After Homans)
382	HX21-36
387	JA50-69
392	JC249-299 (End After Mabbott)
397	JK1-9
410	JN6500-6599 (End After Keep)
417	JX1405-1431
435	L900-991
436	LA205
444	LB1050-1050.5
448	LB2300-2331.5 (End After Fields)

PAGE #	SECTION
458	ML100-110 (End After Jacobs)
481	N9-33
483	N5300-5303 (End After Michel)
521	P101-105 (End After Keene)
534	PB1-431
537	PE1075-1095
542	PG2900-3026 (End After Ermolaev)
557	PN41-44
587	PQ1-150 (End After Mason)
615	PQ6001-6072 (End After Diaz Plaja)
624	PR81-98
634	PR751-809
649	PR2892
713	PS1-51; PS85-111 (End After Macy)
717	PS362-379 (End After Cowie)
769	PT1-171
782	Q121-123
784	Q141
785	Q175 (End After Butler)
788	QA5
789	QA31-43 (End After Kline)
799	QB1-14; QB41-55 (End After Krause)
803	QC5
804	QC17-28 (End After Page)
812	QD4-5; QD25-39
818	QE5-7; QE71-203
819	QE351-399 (End After Kerr)
822	QH13; QH41-53
825	QH361-367 (End After Ehrlich)
829	QK11-13; QK115-195
832	QL41-100
853	S491-575
858	T9-10; T44-55
864	TN1-580
879	Z1001-1002
881	Z1215
883	Z2001-2089

APPENDIX A-3

UNIVERSITY OF NEW MEXICO

Book Collection of the Humanities Department

April 28, 1969

TO: Mr. Kelley

FROM: Humanities Department

SUBJECT: Book Collection of the Humanities Department

The total book and bound periodical collection of the Humanities Department of the Library comes to approximately 180,000 volumes.

There is little question that until the total number of volumes of the entire library reaches the one million mark (we now have about one-half million) there will be a need for continuous development and expansion of each department's total holdings.

We have not however been standing still with regards to our increase in volumes and I am glad to report that over the years we have made substantial progress in all departments of the Humanities especially those which offer doctoral programs, namely, Departments of English, History, Modern and Classical Languages and Philosophy. The other departments (Journalism, Dramatic Arts and Speech) which do not offer a doctoral program need further development but their collections are for the present programs at least adequate.

We have not been able to take a thorough-going inventory (a long-time consuming and expensive project) but the fact that in three years occupancy of our new building extension we have had to make two major annual shifts of books to the adjoining old library in order to allow for the continuous expansion of our new books classified by the Library of Congress system, indicates a strong and persistent movement in the right direction. We will in fact have to make another major shift this summer after which there will probably be no room for further major shifts.

Another indication of the relative strength of our collection is that of all the journals and periodicals which are indexed in the heavily used Social Sciences and Humanities Index (formerly known as the International Index) and which relate to our department, we subscribe to 100% of them. Upon checking some of our other bibliographies with our holdings we come out very well although there is no question that we need further building for our future needs.

Attached you will find an Appendix which gives a breakdown of the approximate number of titles in a large variety of subject areas.

It might be noted that the two inter-departmental doctoral programs, namely, American Studies and Ibero American Studies draw heavily upon the resources of the Humanities Department of the Library.

Finally, our book collection on the South-West History of the U.S. is considered by scholars throughout the country an excellent one as is verified by their frequent visits to our Library.

Sincerely yours,

Mack Homestead
Humanities Librarian

APPENDIX A-3 (continued)

Dewey Classifications:	Subjects:	Number of Titles:	
070's	Newspapers and Journalism	1,404	
100-199	Philosophy	3,396	(excluding 130's & 150' Psychology
200-299	Religion	5,994	
400-409	Language	567	
410-419	Linguistics	162	
420-429	English	648	
430-439	Germanic	243	
440-449	French, Provencal & Catalan	324	
450-459	Italian	71	
460-469	Spanish & Portuguese	1,107	
470-479	Italic languages (Latin, etc.)	189	
480-489	Classical & Modern Greek	81	
490-499	Other languages	1,161	
800-809	Literature & Rhetoric	3,105	
810-819	American Lit. in English	10,260	
820-829	English & Anglo-Saxon	10,665	
830-839	Germanic Literature	1,620	
840-849	French	3,780	
850-859	Italian, Romanian	540	
860-869	Spanish & Portuguese	2,582	
870-879	Italic Language	675	
880-889	Classical Language	621	
890-899	Other Languages	972	
920's	Biography	1,107	
900-999	History	25,785	(excluding 920's for Biography

APPENDIX A-3 (continued)

L.C. Classifications:	Subjects:	Number of Titles:
B-BJ	Philosophy	2,214
BL-BX	Religion	1,944
C	History-Auxillary Sciences	567
D-DR	History- European	4,401
DS	History-Asia	1,161
DT	History-Africa	567
DU-DX	History-Australia	189
E-F	History-N. & S. America	6,831
P	Philology & Linguistics	234
PA-PB	Classical & Mod. European	864
PC	Romance Languages	567
PD	Germanic Languages	27
PE	English, Anglo-Saxon	486
PF	Dutch, Flemish	108
PG	Slavic	486
PH	Finno-Ugrian, Basque	54
PJ-PK	Egyptian, Semitic	216
PL	Eastern Asia	234
PM	American Indian	162
PN	Literary History & Collections	2,727
PQ	Romance Literatures	8,208
PR	English Literature	3,240
PS	American Literature	2,781
PT	Teutonic Literatures	1,242
PZ	Fiction	2,214

THE UNIVERSITY OF NEW MEXICO

DATE: 25 April 1969

TO: **University Librarian**

FROM: **Social Science Librarian**

SUBJECT: **LIBRARY STRENGTH IN ANTHROPOLOGY, ECONOMICS AND EDUCATION**

Approximate number of items in library according to shelf list:

ANTHROPOLOGY - 4,025

ECONOMICS - 13,480

EDUCATION - 17,350

Percentage of titles in Winchell's _Guide to Reference Books_ in library:

ANTHROPOLOGY	**71%**
ECONOMICS	**68%**
EDUCATION	**62%**

Percentage of subject titles in related periodical indexes:

ANTHROPOLOGY: Titles listed under Anthropology in _Ulrich's International Periodicals Directory_ - 57%

ECONOMICS: listed in _Index of Economic Journals_ - 63%

EDUCATION: listed in _Education Index_ - 88%

APPENDIX A-4

GUIDE TO LITERATURE OF ECONOMICS

AT

EASTERN NEW MEXICO UNIVERSITY

1968

* Means, periodicals and index.

** Means, on order.

APPENDIX A-4 (continued)

BIBLIOGRAPHY IN ECONOMICS

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* 2. *New York Times index*. New York: Times, 1913- , vol.1- .

* 3. *Public Affairs Information Service bulletin*. New York: New York Service, 1915- , vol. 1- .

* 4. *Social science and humanities index*. (formerly *International index*.) New York: Wilson, 1916- , vol. 1- .

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HB 75 S685	20. Spiegel, Henry W. The development of economic thought. New York: Wiley, 1952.

G. ATLASES

Ref G 2446 G1 A3 1965	1. Ady, Peter H. Africa. Oxford: Clarendon Press, 1965.
Ref G 1046 G1 E3 1954	2. The Economist (London). Oxford economic atlas of the world. 2d ed. Oxford: University Press, 1954.
Ref G 2111 G1 E2 1956	3. The Economist (London) The U.S.S.R. and Eastern Europe.
Ref G 1785 E2 1960	4. Economist Intelligence Unit, Ltd. London. The Middle East and North Africa. London: Oxford University Press, 1960. (Oxford regional economic atlas.)
Ref H 31 C514 no.68	5. Ginsburg, Norton Sydney. Atlas of economic development. Chicago: University of Chicago Press, 1961. (Department of Geography. Research paper, no. 68.)

Ref G 1046 G1 H82 1955	6. Humlum, Johannes. *Atlas of economic geography*. 4th ed. London: Meiklejohn, 1955.
Ref OV G 1019 L37 1950	7. Larousse, firm, publishers, Paris. *Atlas international Larousse, politique et economique*. Paris: Librairie Larousse, 1950.
Ref G 1201 G1 09 1967	8. Oxford University Press. *United States and Canada*. Oxford: Clarendon Press, 1967.
Ref OV G 1019 R2146 1968	9. Rand McNally and Company. *Rand McNally commercial atlas and marketing guide*. New York: Rand McNally, 1968.

H. GOVERNMENT DOCUMENTS

State Documents

1. Guides

   a. U. S. Library of Congress. *Monthly checklist of State Publications*. vol. 3- , 1912- .

2. Directories

Ref H 107 N6 N42	a. *New Mexico directory of towns*. Albuquerque: University of New Mexico, Bureau of Business Research, 1950.
Ref HD 2482 N3 N42	b. New Mexico Economic Development Commission. *Directory of business and professional associations and Chambers of Commerce in New Mexico.* Santa Fe: 1957.
Ref HC 107 N6 N42 1946-47	c. *New Mexico state business directory and economic handbook*. Albuquerque: University of New Mexico, Bureau of Business Research.

3. List of New Mexico government agencies which publish materials of value to economics.

   a. New Mexico Bureau of Revenue.

   b. New Mexico Department of Development-- Industrial Division.

   c. New Mexico Department of Finance and Administration-- Financial Control Division.

   d. New Mexico Economic Development Commission.

   e. New Mexico Labor and Industrial Commission.

   f. New Mexico University. Bureau of Business Research.

   g. New Mexico University. Publications in Economics.

4. Documents of other states

   To find the Library holdings in this area check the author catalog under the name of the state.

U. S. Government Documents

1. Guides

Ref Z 1223 Z7 A572 v.1-2	a. Androit, John L. *Guide to U. S. Government serials and periodicals*. McLeen, Virginia: Document Index, 1967- . 2 volumes.
Ref Z 1223 Z7 B7	b. Boyd, Anne Morris. *United States Government publications*. 3rd ed. rev. New York: H. W. Wilson.
Ref Z 1223 Z7 S3 1961	c. Schmeckebier, Lawrence F. *Government publications and their use*. Rev. ed. Washington, D. C. : Brookings Institute.
GP3.8: 938-	d. U. S. Superintendant of Documents. *Monthly catalog of U. S. Government publications*. Washington, D. C.: U. S. Government Printing Office, 1938- .

2. List of U. S. Government agencies of value in economics.
   - a. U. S. Bureau of Census.
   - b. U. S. Council of Economic Advisors.
   - c. U. S. Department of Commerce.
   - d. U. S. Small Business Adminstrator.
   - e. U. S. Office of Business Economics.

Other Government Documents

(See Winchell, pp. 159-163 for lists of guides to government documents of other countries.)

I. ASSOCIATIONS, SOCIETIES, AND INSTITUTIONS PUBLICATIONS

The following organizations are among those which publish in the area of economics. Check the card catalog for titles.

1. Brookings Institution, Washington, D. C.
2. California University. Institute of Business and Economic Research.
3. Cambridge University. Department of Applied Economics.
4. Chicago University. Economic Research Center, Studies in Economics.
5. Committee for Economic Development.
6. Harvard Economic Studies.
7. London University. London School of Economics and Political Science.
8. National Bureau of Economic Research.
9. Oxford University. Institute of Economics and Statistics.
10. Yale Studies in Economics.

J. DIRECTORIES

LB 2371 A43
1. American Economic Association. *Graduate study in economics*. American Economic Association, 1965.

Ref HS 17 G33 v.1
2. Encyclopedia Organizations. Gale Research Co. Encyclopedia of Organizations. Detroit: Gale Research Co., 1968.

F 1406.5 S3
3. Sable, Martin Howard. *Master directory of Latin America*. Los Angeles: Latin American Center, University of California, 1965.

K. BIOGRAPHIES

HB 76 H4 1961
1. Heilbroner, Robert L. *The worldly philosophers*; the lives, times, and ideas of the great thinkers. Rev. ed. New York: Simon and Schuster, 1961.

Da S74 'i K4
2. Keynes, John Maynard. *Essays in biography*. New ed. New York: Horizon Press, 1951.

HB 85 S35
3. Schumpeter, Joseph A. *Ten great economists*. New York: Oxford University Press, 1951.

The following general reference books in biography will be helpful.

Biography index.

Current biography.

Dictionary of American biography.

Directory of American scholars.

Who's who.

Who's who in America.

Who's who in commerce and industry.

Who's who in the west.

L. STATISTICAL SOURCES

**	1.	Androit, John L. *Guide to U. S. Government statistics.* 3d ed. Arlington 10, Mass.: Documents Index, 1961.
Ref HC 106.5 B568	2.	Bogue, Donald Joseph. *Economic areas of the United States.* New York: Free Press of Glencove, 1961.
Ref HC 14 C6 1967	3.	*Commodity yearbook.* New York: Commodity Research Bureau, Inc., 1967.
Ref HC 101 E38 1967/68	4.	*The Economic almanac.* New York: National Industrial Conference Board, 1967-68. Biennial.
Ref HA 42 E7	5.	Ernst, Morris L. *The comparative international almanac.* New York: Macmillan, 1967.
Ref HA 17 F7	6.	Freund, John E. *Dictionary outline of basic statistics.* New York: McGraw-Hill, 1966.
Ref AY 64 I55	7.	*Information please almanac.* New York: Doubleday, 1967- .
HA 1107 M8	8.	Mueller, Bernard. *A statistical handbook of the North Atlantic area.* New York: 20th Century Fund, 1965.
Ref JS 344 C5 A24 1967	9.	*The municipal yearbook, 1967.* Chicago: International City Manager's Association, 1967.
Ref AY 64 R4 1968	10.	*Reader's digest almanac.* Pleasantville, New York: Reader's Digest Association, 1968- .
HA 29 S67	11.	Spurr, W. A. *Business and economic statistics.* Homewood, Illinois: Irwin, 1954.

Ref JA 51 S7	12.	*Statesman's yearbook*. London: Macmillan, 1962- .
Ref Z 7551 S84 1965	13.	*Statistic sources*. Detroit: Gale Research, 1965.
HC 59 A169	14.	United Nations. Bureau of Economic Affairs. *World economic survey*. New York: 1945/47- .
Ref HA 12.5 U63 1966	15.	United Nations Statistical Office. *Statistical yearbook*. New York: United Nations, 1966.
Ref AY 67 N5 W7	16.	*World almanac and book of facts*. New York: New York World Telegram, 1936- .
C3.202/ 5:963	17.	U. S. Bureau of the Census. *Census of business*. U. S. Government Printing Office, 1949, 1954, 1958, 1963.
C3.134/ 2:C83/ 2/967	18.	U. S. Bureau of Census. *County and city data book*. Washington: Government Printing Office, 1967- .
C3.134/ 2:H62/957-	19.	U. S. Bureau of Census. *Historical statistics of the United States*. Colonial times to 1957, Continuation to 1962. Washington: U. S. Government Printing Office, 1965.
C3.134: 939-	20.	U. S. Bureau of Census. *Statistical abstracts of the United States*. Washington: Government Printing Office, 1939.
Y4.EC7: EC71	21.	U. S. Council of Economic Advisors. *Economic indicators*. Washington: Government Printing Office, 1948- . Monthly.
C3.134/ 3:967	22.	U. S. Department of Commerce. *Pocket data book*. U.S,A. 1967.
C43.8:	23.	U. S. Office of Business Economics. *Survey of current business*. Washington: Government Printing Office.

M. PERIODICALS

* 1. American Economic Review.
v. 15- 1925- .

* 2. Econometrica.
v. 28- 1960- .

C46. 9/2 3. Economic Development.
1964- .

* 4. Economic History Review.
v. 21- 1968- .

Y4 Ec7: Ec7 5. Economic Indicators.
1962- .

* 6. Economic Journal.
v. 78- March 1968- .

* 7. Economist.
v. 1980 1961- .

A77. 7-8- 8. Family Economic Review.
1964- .

* 9. Journal of Economic History.
v. 20- 1960- .

* 10. Journal of Political Economy.
v. 70- 1960- .

* 11. New Mexico Commerce & Industry. (formerly New Mexico Economic Commission Review.) 1962- .

* 12. New Mexico Farm Labor Bulletin.
1965- .

* 13. New Mexico Labor Market Trends. (current year)

* 14. New Mexico Progress.
v. 46- 1955- .

* 15. New Mexico Tax Bulletin.
v. 33- 1955- .

* 16. Quarterly Journal of Economics.
v. 66- 1952- .

* 17. Review of Economics & Statistics.
v. 44- 1962- .

* 18. Soviet Studies.
v. 20- 1968- .

C43. 19. Survey of current business.
1950- .

APPENDIX A-5

ENMU LIBRARY BUDGET STATEMENT

1968-69 Date June 30, 1969

FUND	ALLOCATION	BUDGET REDUCTION	EXPENDED JULY 1	ENCUMBERED	BALANCE
Agriculture	300	60	216.97	19.45	3.58
Anthropology	1,050	210	791.78	30.30	17.92
Art	1,200	240	999.63	8.70	-48.33
Biology	1,800	360	1,180.92	230.04	29.04
Business Administration	2,400	480	1,847.11	67.25	5.64
Chemistry	1,200	240	970.98	14.80	-25.78
Economics	750	150	599.99	11.00	-10.99
Education	2,100	420	1,510.54	155.55	13.91
Engineering	600	120	432.21	50.00	-2.21
English & Journalism	3,000	600	2,502.99	144.30	-247.29
Geography	750	150	545.62	66.95	-12.57
Geology	1,050	210	865.83	58.00	-83.83
Health, Physical Ed.	600	120	388.72	89.20	2.08
History	2,400	480	1,740.67	106.00	73.33
Home Economics	450	90	354.01	-0-	5.99
Industrial Education	600	120	424.72	50.75	4.53
Math	1,800	360	1,656.79	39.50	-256.29
Modern Languages	1,200	240	797.04	170.70	-7.74
Music	1,050	210	702.46	490.00	-352.46
Physics	900	180	575.81	122.50	21.69
Political Science	900	180	714.25	23.75	-18.00
Psychology	1,500	300	1,154.54	25.95	19.51
Sociology	900	180	796.24	-0-	-76.24
Speech & Drama	1,500	300	1,121.65	89.75	-11.40
Subject Area Total	30,000	6,000	22,891.47	2,064.44	-955.91
Continuations	40,075	-0-	40,906.57	4,298.33	-5,129.90
General	28,861	-0-	30,131.13	63.72	-1,333.85
Total	98,936	6,000	93,929.17	6,426.49	-7,419.66

APPENDIX B

LIBRARIES VISITED FOR THIS STUDY

New Mexico State Library

Regional Libraries

Eastern Plains Regional Library, Tucumcari
Northeastern Regional Library, Cimarron
Northern Regional Library, Espanola
Northwestern Regional Library, Belen
Southeastern Regional Library, Lovington
Southwestern Regional Library, Silver City
(Also one bookmobile stop at Paguate)

Public Libraries

Albuquerque Public Library
Belen Public Library
Carlsbad Public Library
Farmington Public Library
Gallup Public Library
Hobbs Public Library
Las Vegas; Carnegie Public Library
Los Alamos: Mesa Public Library
Lovington Public Library
Raton Public Library
Roswell Public Library
Santa Fe Public Library
Santa Rosa Library
Silver City Library
Taos: Harwood Foundation Library
Tucumcari Public Library

Academic Libraries

College of Santa Fe
Eastern New Mexico University
New Mexico Highlands University
New Mexico Institute of Mining and Technology
New Mexico State University, Carlsbad Branch Library
New Mexico State University, Las Cruces
St. John's College in Santa Fe
University of New Mexico, Zimmerman Library
Western New Mexico University

APPENDIX B (continued)

Special Libraries

- Anthropology Reference Library
- Bureau of Indian Affairs, Albuquerque
- International Folk Art Reference Library
- Kirkland Air Force Base, Air Force Weapons Laboratory, Technical Library
- Los Alamos Scientific Laboratory Libraries
- Lovelace Foundation for Medical Education and Research
- Museum of Navaho Ceremonial Art, Inc.
- Museum of New Mexico
  - Historical Reference Library
- New Mexico State Hospital Library
- Penitentiary of New Mexico Library
- Roswell Museum and Art Center Library
- Roswell Rehabilitation Hospital
- Sandia Corporation
- Springer Boys School
- U.S. Veterans Administration General and Medical Library
- University of New Mexico, Library of the Medical Sciences

School Libraries

- Albuquerque Public Schools
  - Central Office for School Libraries
  - Valley Senior High
  - Roosevelt Junior High
  - Bel Air Elementary
- Albuquerque Public Schools Processing Center
- Barranca Elementary School, Los Alamos
- Carlsbad Bureau of Public Schools
- Carlsbad Elementary School
- Carlsbad High School
- Carlsbad Junior High School
- Grants Public Schools
- Hobbs High School Library and Professional Library
- Institute of American Arts, Santa Fe
- Jemez Mountains Public Schools, Gallina
- Laguna-Acoma Junior High School
- Las Cruces Public Schools
- Las Vegas School System
- Los Alamos High School
- Los Alamos Media Center
- New Mexico School for the Deaf, Santa Fe

APPENDIX B (continued)

Pojoaque Valley High School
Roswell Educational Development Project
Roswell Elementary School
Roswell School Library Processing Center
Thiokol Employment Training Center (Indian)

APPENDIX C

QUESTIONNAIRE FOR NEW MEXICO PUBLIC LIBRARIES

1. Name of Library.

2. Address.

3. When does your fiscal year end?

4. What hours is your library open? If more than one unit, give hours of main library.

	Winter			Summer	
	Opens	Closes		Opens	Closes
Monday			Monday		
Tuesday			Tuesday		
Wednesday			Wednesday		
Thursday			Thursday		
Friday			Friday		
Saturday			Saturday		
Sunday			Sunday		

5. Do you have an annual report available for distribution to the general public?

_____ Yes _____ No

6. Do you have a Friends of the Library group?

_____ Yes _____ No

7. Do you have access to a computer?

_____ Yes _____ No

If "Yes", what make and model? ______________________________

APPENDIX C (continued)

8. Are you a member of a regional library system?

    _____ Yes _____ No

    If "Yes", identify the system. ______________________________

9. What is the governing authority for your library.

    _____ Local

    _____ Regional

    _____ County

    _____ State

10. Do you have reciprocal borrowing arrangements for individual patrons with any library or group of libraries?

    _____ Yes _____ No

    If "Yes", please identify the libraries.

11. How many books did you request from other libraries for your users?

    ____

12. How many of these requests were filled?

    ____

13. How many requests were received by your library from other libraries to borrow material?

    ____

14. How many of these requests were you able to fill?

    ____

APPENDIX C (continued)

15. For whom will you borrow books from other libraries on interlibrary loan?

    _____ Elementary school students
    _____ High school students
    _____ College students
    _____ Graduate students
    _____ All adults

16. Does your library own equipment such as:

    _____ Microfilm readers
    _____ Reader printers
    _____ Teletype
    _____ Recording machines
    _____ Copying machines
    _____ Projectors
    _____ Tape recorders
    _____ Television'

17. Does your library have resources in the following areas?

    _____ Microfilm
    _____ Microfiche
    _____ Other microforms
    _____ Films
    _____ Records
    _____ Tapes
    _____ Framed art reproductions
    _____ Picture file

18. Which of the following facilities are available?

    _____ Bookmobile
    _____ Branch libraries
    _____ Meeting room
        _____ in library
        _____ in another building

APPENDIX C (continued)

19. How many periodicals does your library receive?

____

20. What indexes to periodicals are available in your library?

		Number of titles received which are indexed.
____	Abridged Readers Guide	______
____	Reader's Guide	______
____	Library Literature	______
____	Business Periodicals Index	______
____	PAIS	______
____	Social Sciences and Humanities Index	______
____	Biography Index	______
____	Education Index	______
____	Other (please list)	______

21. When you select books for your library, what book selection aids do you use?

____ Library Journal
____ Booklist
____ Publisher's Weekly
____ New York Times Book Review
____ Saturday Review
____ Public Library Catalog
____ Choice
____ Other (please list)

APPENDIX C (continued)

22. What special programs does your library sponsor?

_____ Film programs
_____ Discussion groups
_____ Radio/TV broadcasts
_____ Story hours
_____ Book lists
_____ Exhibits
_____ Other (please list)

23. Is there any subject(s) in which your collection has great depth?

Please identify the subject areas, if so.

24. Do you have a procedure for following through on unanswered reference questions?

_____ Yes _____ No

If "Yes", please describe the procedure.

25. Where are your books cataloged and processed?

_____ In your library
_____ Commercial firm
_____ By another library
_____ Other (please specify)

APPENDIX C (continued)

26. How many titles were processed in your library for the last fiscal year?

____

27. Do you feel centralized purchasing, cataloging, and processing should be offered as a unit to libraries in New Mexico?

_____ Yes _____ No

Or just centralized purchasing

_____ Yes _____ No

Centralized cataloging

_____ Yes _____ No

Centralized processing

_____ Yes _____ No

28. Are children able to reserve books?

_____ Yes _____ No

29. Is the present library building suitable for current materials and services?

_____ Yes _____ No

30. Do you have plans for a new building?

_____ Yes _____ No

If "Yes", give estimated date when the new building will be available.

____

APPENDIX C (continued)

31. How many staff members in full-time equivalents) does your library employ?

_____ Professionals (5th year library school degree)

_____ Sub-professionals

_____ Clerical

_____ Pages-Messengers

_____ Custodians

32. How many vacancies does your library have?

_____ Professional positions

_____ Sub-professional positions

_____ Clerical

_____ Pages-Messengers

_____ Custodians

33. What are the educational qualifications of your staff? How many are in each category?

_____ High school graduates

_____ College graduates

_____ 4th year library school degree

_____ 5th year library school degree

_____ Subject master's degree

_____ Doctoral degree

APPENDIX C (continued)

34. What provisions are made for staff education?

- _____ In-service training program
  (Please describe on separate sheet, or reverse of this page, or submit printed description)
- _____ Library school attendance
  - _____ Time off with pay
  - _____ Tuition allowance
- _____ Professional activities
  - _____ Staff organization
  - _____ Attendance at conventions, workshops, etc.
    - _____ Time with pay
    - _____ Expense allowance

35. What do you feel are your library's strongest points?

1. ____________________
2. ____________________
3. ____________________

36. What do you feel are your library's greatest needs?

1. ____________________
2. ____________________
3. ____________________

Signature ____________________

Title ____________________

Date ____________________

APPENDIX C (continued)

PUBLIC LIBRARIES RESPONDING TO QUESTIONNAIRE(1)

Albuquerque Public Library
Alamogordo Public Library
Artesia Public Library
Aztec/Altrurian Public Library
Carlsbad Public Library
Clayton: Albert W. Thompson Memorial Library
Corrales Community Library
Deming Public Library
Dexter Public Library
Estancia Public Library
Eunice Public Library
Farmington Public Library
Gallup Public Library
Grants: Mother Whiteside Memorial Library
Hatch Public Library
Hobbs Public Library
Las Vegas: Carnegie Public Library
Lordsburg - Hidalgo Library
Los Alamos: Mesa Public Library
Lovington Public Library
Portales Public Library
Raton: Arthur Johnson Memorial Library
Roswell Public Library
Santa Rosa: Morse Memorial Library
Santa Fe Public Library
Silver City: The Public Library
Springer Public Library
Taos: Harwood Foundation Library
Truth or Consequences Public Library
Tucumcari Public Library

1. Questionnaires were sent to 39 public libraries and responses were received from 30.

APPENDIX D

QUESTIONNAIRE FOR NEW MEXICO SCHOOL LIBRARIES

1. Name of school.

2. Name of school district, municipality, or region.

3. What is the square footage allocated for the instructional media center, including library?

4. What hours is the media center open to students and faculty?

    Monday ______________________

    Tuesday ______________________

    Wednesday ______________________

    Thursday ______________________

    Friday ______________________

    Saturday ______________________

    Sunday ______________________

5. Is the library open during school vacation periods?

    _____ Yes _____ No

    If "Yes", please list the hours. ______________________

6. Is there a professional collection for the faculty?

    _____ Yes _____ No

    If "Yes", how many titles does it contain? ______________________

APPENDIX D (continued)

7. Do you order, catalog, and process materials in your library?

_____ Yes _____ No

If "No", where are they ordered, cataloged and processed?

_____ Processing Center (please identify)

_____ Commercial service such as Bro-Dart, Alanor, etc.

_____ Other (please describe)

8. Is your library participating in any cooperative projects with other libraries or with other school libraries?

_____ Yes _____ No

If "Yes", please describe projects and identify others who are participating.

9. Do you request books and other materials on interlibrary loan for students?

_____ Yes _____ No

For faculty and administration?

_____ Yes _____ No

10. Do you honor interlibrary loan requests for students from other schools?

_____ Yes _____ No

11. Are there special materials which you need, such as:

_____ Large print books

_____ Low vocabulary, high interest materials

_____ Films

_____ Tapes

_____ Records

_____ Back files of periodicals

_____ Other (please specify)

12. Does your media center have:

_____ Typewriters

_____ Film projectors

_____ Microform readers

_____ Closed circuit TV

_____ Microform reader/printers

_____ Tape recorders

_____ Record players

_____ Other (please specify)

13. How many professional librarians (5th year degree or certified school librarians) are on the staff?

____

How many clerical assistants? __________

APPENDIX D (continued)

14. Total student enrollment. _______________

Total faculty. _______________

15. Is there need for a statewide library communication system which would include school libraries?

_____ Yes _____ No

16. What do you consider to be your library's greatest need at this time?

Signature ______________________________

Title ______________________________

APPENDIX D (continued)

SCHOOL LIBRARIES RESPONDING TO THE QUESTIONNAIRE(1)

Name of School District, Municipality, or Region	Name of School
Alamogordo	Alamogordo Junior High School
	Alamogordo High School
Albuquerque	Albuquerque Academy
	Albuquerque High School
	Albuquerque Indian School
	Alvarado Elementary School
	Aztec Elementary School
	Barcelona Elementary
	Cleveland Junior High School
	Comanche Elementary School
	Douglas MacArthur Elementary School
	Duranes Elementary School
	Emerson Elementary School
	Ernie Pyle Junior High School
	Girls Welfare Home
	Grant Junior High School
	Harrison Junior High School
	Harwood School
	Highland High School
	Jackson Junior High School
	Kennedy Junior High School
	La Mesa Elementary School
	Lavaland Elementary School
	Los Padillas Elementary School
	McKinley Junior High School
	Madison Junior High School
	Menual High School
	Mitchell Elementary School
	Monroe Junior High School
	Nativity of B.V.M.
	Navajo Elementary School
	Polk Junior High School
	Ranchos Elementary School
	Rio Grande High School
	Roosevelt Junior High School
	Sandia High School
	Sandoval Elementary School
	Taylor Junior High School
	Valle Vista Elementary School
	Valley High School

1. 183 questionnaires were received; some provided data on more than one school so the total number of schools represented in the responses is 190.

APPENDIX D (continued)

Albuquerque (continued)	Van Buren Junior High School West Mesa High School Wilson Junior High School
Anthony	Gadsden High School
Artesia School District	Park Junior High School Zia Junior High School
Aztec School District	Koogler Junior High School Rippey Elementary School
Bayard	Cobre Consolidated High School Snell Junior High School
Belen School District	Belen Junior High School Belen High School
Bernalillo School District	Bernalillo High School Santo Domingo Elementary School Taft Junior High School
Bloomfield	Mesa Alta Junior High School Bloomfield High School
Carlsbad Municipal School	Alta Vista Junior High School Carlsbad Senior High School Craft Elementary School Eddy Elementary School Edison Elementary School Eisenhower Junior High School Hillcrest Elementary School Malaga Elementary School Mid High School Monterrey Elementary School Otis Elementary School Pate Elementary School Smith Elementary School Sunset High School
Clovis Municipal Schools	Gattis Junior High School Marshall Junior High School
Cuba	Cuba Independent Schools
Deming	Deming Junior High School Deming High School

APPENDIX D (continued)

Des Moines	Des Moines High School
Dexter	Dexter High School
Dulce	Dulce High School
Espanola	Espanola Elementary School Espanola Junior High School Espanola High School John F. Kennedy Junior High School The McCurdy Schools
Eunice	Caton Junior High School
Farmington	Farmington High School Hermosa Junior High School Navajo Methodist Mission School Tibbetts Junior High School
Floyd	Floyd Municipal Schools
Fort Wingate	Wingate High School
Gallup-McKinley County School	Gallup Junior High School John F. Kennedy Junior High School Thoreau High School Tohatchi High School Zuni High School
Grady	Grady Municipal School
Grants	Grants Municipal Schools Laguna-Acoma High School
Hobbs Municipal Schools	Heizer Junior High School Highland Junior High School Hobbs Senior High School
Hondo	Hondo Valley Public Schools
Jal	Jal High School
Jemez Pueblo	Jemez Valley High School
Las Cruces School District	Alameda Junior High School Dona Ana Elementary School Las Cruces High School Mayfield High School

APPENDIX D (continued)

Las Cruces School District (continued)	Mesilla Elementary School
	Mesilla Park Elementary School
	Valley View Elementary School
	White Sands Junior High School
	Zia Junior High School
Las Vegas City Schools	Mora Avenue Elementary School
	Las Vegas Junior High School
	Paul D. Henry Elementary School
Lordsburg	Lordsburg Municipal Schools
Lovington	Central Junior High School
	Lovington High School
Los Alamos	Barranca Mesa Elementary School
	Canyon Elementary School
	Chamisa Elementary School
	Los Alamos High School
	Mesa Elementary School
	Mountain Elementary School
	Pajarito Elementary School
	Pinon Elementary School
	Pueblo Junior High School
Los Lunas Consolidated Schools	Los Lunas High School
	Los Lunas Junior High School
Mora	Mora High School
Mosquero	Mosquero School
Pecos Independent Schools	Pecos High School
Penasco Independent Schools	Penasco High School
Portales Municipal Schools	Portales Senior High School
Questa	Questa High School
Roswell Independent Schools	Berrendo Elementary School
	Berrendo Junior High School
	Del Norte School
	East Grand Plains School

APPENDIX D (continued)

Roswell Independent Schools (continued)	Edgewood Elementary School
	El Capitan Elementary School
	Flora Vista Elementary School
	L F D
	Mesa Middle School
	Military Heights Elementary School
	Missouri Avenue Elementary School
	Monterrey Elementary School
	Mountain View Middle School
	Parkview Elementary School
	Pecos Elementary School
	Roswell High School
	Sierra Mid School
	Sunset Elementary School
	Valley View Elementary School
	Washington Avenue Elementary School
	Yucca Middle School
Roy	Roy Municipal School
Ruidoso	Ruidoso High School
Santa Fe	De Varagas Junior High School
	Harrington Junior High School
	Institute Of American Indian Arts
	Mid High School
	New Mexico School for the Deaf
	Pojoaque Elementary School
	St. Catherine Indian High School
	Young Junior High School
Shiprock	Shiprock High School
	Mesa Elementary School
Silver Consolidated Schools	Silver High School
	Stout Junior High School
Socorro Consolidated Schools	Garfield Elementary School
	Socorro Junior High School
	Socorro High School
Springer	New Mexico School for Boys
	Springer High School
Taos	St. Joseph Elementary School
	Taos High School
Tatum	Tatum High School
Tucumcari	Tucumcari Junior High School
	Tucumcari High School

APPENDIX E

QUESTIONNAIRE FOR NEW MEXICO ACADEMIC LIBRARIES

1. Name of Library.

2. Name of Institution.

3. Address.

4. Schedule when library is open:

	Spring and Fall Semesters		Summer Session	
	Open	Closed	Open	Closed
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

5. What is the total square footage of your library? ________

Main Library ________

Branch libraries ________

6. Do you consider your building adequate for the present?

____ Yes ____ No

7. Do you have plans for a new building?

____ Yes ____ No

An addition to the present building?

____ Yes ____ No

APPENDIX E (continued)

8. What is your total library budget for the current academic year or current fiscal year?

____

9. How much is allocated for:

________ Books

________ Periodicals

________ Microforms

________ Other Materials

________ Binding

________ Equipment

________ Staff salaries, benefits, etc.

________ Other (please specify) ______________________________

10. Does your library own or lease equipment such as:

	How many
Microform Readers	________
Microfilm	________
Microcard	________
Microfiche	________
Other	________
Reader printers	________
Teletype	________
Record machines	________
Photocopy machines	________
Projectors	________
Tape recorders	________
Closed circuit TV	________
Dial access units	________
Listening Center	
Number of positions	________
Number of channels	________

11. Do you have access to a computer?

_____ Yes _____ No

If "Yes", what make and model? ______________________________

12. Does your library have resources in the following areas?

		How many
_____	Microforms	_______
_____	Microfilm	_______
_____	Microfiche	_______
_____	Microcard	_______
_____	Other	_______
_____	Films	_______
_____	Tapes	_______
_____	Film strips	_______
_____	Pictures	_______
_____	Records	_______

13. Is your library a depository for U. S. government documents?

_____ Yes _____ No

_____ Complete _____ Selective

14. Does your library contain a particular subject collection which is outstanding? If so, please identify the subject area and, if appropriate, the name of collection.

15. With changes in curriculum and the development of new programs, is there any subject area which you can identify as one which will be developed by your library?

_____ Yes _____ No

If "Yes", please identify the subject. ______________________________

APPENDIX E (continued)

16. Do you consider your periodical collection one of the major resources of your library?

_____ Yes _____ No

If "Yes", please specify reasons. ______________________

____

17. Is your library open to residents of the community?

_____ Yes _____ No

For reference only?

_____ Yes _____ No

18. Are undergraduates included in your interlibrary loan program?

_____ Yes _____ No

19. Are books and materials cataloged and processed in your own library?

_____ Yes _____ No

If "Yes", how many staff members are involved?

_____ Professional

_____ Clerical

_____ Student

If "No", where are they cataloged and processed?

____

20. What classification system do you use?

_____ Library of Congress

_____ Dewey - 17th edition

_____ Dewey - Other edition

_____ Universal Decimal Classification

_____ Other (please specify.) ______________________

APPENDIX E (continued)

21. Do you accept Library of Congress cataloging and classification?

_____ Yes _____ No

22. What is the average approximate cost per volume processed in your library?

_____ Less than $1.50

_____ $1.50 to $3.00

_____ $3.01 to $5.00

_____ Over $5.00

23. What factors have you included in arriving at this average cost?

_____ Staff

_____ Materials

_____ Equipment

_____ Prorated building costs

_____ Catalog maintenance

_____ Other (please specify) ______________________________

24. Do you now participate in any cooperative programs with other libraries other than interlibrary loan?

_____ Yes _____ No

With other academic libraries?

_____ Yes _____ No

If "Yes", please describe them.

____

____

____

APPENDIX E (continued)

25. Do you believe academic libraries should participate in cooperative library programs?

_____ Yes _____ No

With academic libraries?

_____ Yes _____ No

With public libraries?

_____ Yes _____ No

With special libraries?

_____ Yes _____ No

With school libraries?

_____ Yes _____ No

26. Are there activities which you would want as part of a cooperative program?

_____ Centralized processing

_____ Development of bibliographical tools

_____ Communications network

_____ Reference center

_____ Workshops

_____ Specialized consulting services

_____ Other (please describe) ______________________________

____

APPENDIX E (continued)

27. Do all professional members of the library staff have faculty rank?

_____ Yes _____ No

28. Are there any other comments you would like to make concerning your library, academic libraries in New Mexico or current library service and programs in New Mexico?

____

____

____

Signature ____________________

Title ____________________

Date ____________________

ACADEMIC INSTITUTIONS RESPONDING TO QUESTIONNAIRE(1)

College of the Southwest
Eastern New Mexico University, Portales
Eastern New Mexico University, Roswell Campus
New Mexico Highlands University
New Mexico Institute of Mining and Technology
New Mexico Junior College
New Mexico Military Institute
New Mexico State University, Grants Branch
New Mexico State University, Los Cruces
St. John's College
University of Albuquerque
University of New Mexico, Zimmerman Library
Western New Mexico University

1. Questionnaires were sent to 21 academic libraries, and responses were received from 13.

4

APPENDIX F

QUESTIONNAIRE FOR NEW MEXICO SPECIAL LIBRARIES

1. Name of library. ______________________________

2. Address. ______________________________

____

3. What is the title of the administrative officer to whom the librarian reports?

____

Is the librarian a department head or its equivalent in the administrative organization?

_____ Yes _____ No

4. How many are on the staff?

_____ Professional

_____ Clerical

5. What degrees are held by library staff members?

	How many	Subject field
Bachelor degree	_____	______________________
B.S. in L.S.	_____	______________________
Master degree	_____	______________________
M.S. in L.S.	_____	______________________
Doctorate	_____	______________________

6. Is your library open to the general public?

_____ Yes _____ No

For reference only _____ Yes _____ No

By referral only _____ Yes _____ No

Hours of opening ______________________

APPENDIX F (continued)

-2-

7. Would you honor a referral from the local public library for an individual to use your collection?

_____ Yes _____ No

8. Who sets policy as to who may use the library?

_____ Librarian

_____ Department head

_____ Company administrator

_____ Other (please specify)

9. Do you request interlibrary loans for those entitled to use your library?

_____ Yes _____ No

10. What were your expenditures for the latest fiscal year ending ____________?

__________ Books

__________ Periodicals

__________ Binding

__________ Equipment

__________ Salaries

__________ Other (please specify) ______________________________

11. Are there supporting services supplied to the library which are not budgeted for by the library? For example:

_____ Computer time

_____ Programming assistance

_____ Purchasing and business activities

_____ Reproduction and photography facilities

_____ Communications equipment

    _____ WATS lines

11. (Continued)

_____ TWX

_____ Other ______________________________

12. Do you catalog and process books, periodicals, reports and other materials in your own library?

_____ Yes _____ No

What classification scheme is used?

_____ Library of Congress

_____ Dewey

_____ Universal Decimal

_____ Other (please specify)

13. How many volumes are in your book collection? __________

How many titles? __________

How many titles were added during the last fiscal year? __________

How many volumes were added during the last fiscal year? __________

What do you estimate is the average cost of acquiring, cataloging and processing a volume? __________

Of acquiring, cataloging, and processing a duplicate copy? __________

14. How many titles of the following are in your collection?

__________ Classified reports

__________ Unclassified reports

__________ Government specifications and standards

__________ Commercial catalogs

__________ Internal company publications

__________ Microfiche

APPENDIX F (continued)

14. (Continued)

Is your library responsible for the distribution of your company's reports?

_____ Yes _____ No

How many of the titles on microfiche are duplicated in large size in your library?

____

15. What are the basic subject strengths of your library collection? Please be specific; for example, use "plasma physics" or "nuclear physics", in preference to "physics".

16. What type of services could you provide for individuals who use your library?

_____ Literature searches

_____ Subject bibliographies

_____ Systems analysis

_____ Programming

_____ Reports organization

_____ Other (please specify)

17. How many periodical title subscriptions are currently received? __________

How many of these are on subscriptions paid for by your library? __________

How many periodical titles do you bind regularly? __________

How long do you hold unbound periodicals in your collection?

_____ One year _____ Three years

_____ Five years _____ Other

How many periodical titles do you have on microfilm? __________

How many of these titles are also available on printed form in your library?

____

18. Do you have access to a computer?

_____ Yes _____ No

If "Yes", what make and model? ____

19. Do you have the following equipment:

	In your library?	Available for use?
Microform reader	__________	__________
Reader/printer	__________	__________
TWX (teletype)	__________	__________
Recording machines	__________	__________
Photocopiers	__________	__________
Projectors	__________	__________
Tape recorders	__________	__________
Other (please specify)	__________	__________

20. Do you participate in any cooperative program with other libraries?

_____ Yes _____ No

If "Yes", please describe the program and name the cooperating libraries.

21. Would you participate in a cooperative program with other libraries in New Mexico?

_____ With all libraries

_____ Only with special libraries

_____ With certain types of libraries (please specify)

_____ Not at all

22. What services would you want as part of a cooperative program?

_____ Acquisitions

_____ Cataloging

_____ Interlibrary loan

_____ Reference

_____ Other (please specify)

23. Would you participate in the development of statewide bibliographical tools?

Union catalog	_____ Yes	_____ No
Union list of serials	_____ Yes	_____ No
Union list of newspapers	_____ Yes	_____ No
Special subject biographies	_____ Yes	_____ No
Other (please specify)	_____ Yes	_____ No

APPENDIX F (continued)

24. Are there any other comments you would like to make about the development of library service and programs in New Mexico?

Signature ______________________

Title ______________________

Date ______________________

APPENDIX F (continued)

SPECIAL LIBRARIES RESPONDING TO QUESTIONNAIRE(1)

Air Force Weapons Laboratory Technical Library
Department of Development, Industrial Division Library
Fort Bayard Library of Fort Bayard Hospital
Holloman Air Force Base, Office of Research Analyses, Technical Library
Kirtland AFB, Base Library
Kit Carson Memorial Foundation Inc. Historical Research Library
Lassetter-Foster Memorial Library of the Lovelace Foundation for Medical Education and Research
Los Alamos Scientific Laboratory Libraries
Manzano Base Library
Museum of New Mexico, History Library
New Mexico Health and Social Services Department Library
New Mexico State Hospital Medical Library
Presbyterian Hospital Center Medical Library
Sandia Base, Field Command Technical Library
Sandia Base, Medical Library
Sandia Base, Special Services Library
Sandia Laboratories, Technical Libraries
Supreme Court Law Library
University of New Mexico, Fine Arts Library (Branch)
University of New Mexico, Law Library
University of New Mexico, Library of the Medical Sciences
Veterans Administration Hospital, Medical Library
Wingate High School Library, Fort Wingate

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1. Questionnaires were sent to 43 special libraries, and responses were received from 23.

APPENDIX G

PROFILE OF THE ALBUQUERQUE PUBLIC SCHOOLS LIBRARY PROCESSING CENTER

Size of Building:
6,815 sq. ft. of working area

Staff:

- 3 Professional librarians on contract
  - 1 Head-cataloger (director)
    BA in education, BALS (University of Michigan)
    Experience:
    - 2 years teaching in high school
    - 4 years in cataloging books and serials in university libraries
    - 2 years reference work in public library
    - 10 years high school librarian
    - 6 years in the Library Processing Center
  - 1 Cataloger of books for secondary schools
    MALS (University of Michigan)
    Experience:
    - 2 1/2 years teacher-librarian
    - 2 1/2 years teaching in junior high
    - 2 1/2 years librarian in junior high
    - 1 year children's librarian for college campus school
    - 4 years cataloging and teaching library science in university
    - 1 year librarian Edwards Air Force Base Library
    - 2 years bookmobile librarian
    - 5 years high school librarian
    - 3 years in Library Processing Center
  - 1 Cataloger of books for elementary schools
    BA with major in library science (University of Kentucky)
    Experience:
    - 1 year cataloging in two Catholic school libraries
    - 1 year cataloging in hospital library for patients and
    - 1/2 year cataloging in hospital medical library
    - 5 years in school libraries
    - 2 years librarian in senior high library
    - 2 years cataloging books and documents for Lovelace Foundation Library

APPENDIX G

(Continued)

3 years as librarian in public library
4 years teaching in kindergarten
2 years librarian in junior high
5 years in Library Processing Center

3 Hourly professionals (1 full time, 1 half time working on nonbook cataloging)

10 1/2 Clerks (one half-time position vacant at the present)

3 Hourly clerks

History of the Library Processing Center:

- September 1963 began to order and catalog for elementary schools
- March 1964 unit record equipment, with IBM 407 as printer, began operation
- October 1965 moved to new quarters (present)
- September 1965 ordered secondary books
- April 1966 began cataloging books for secondary schools
- February 1967 went to IBM 1401 with 12K
- August 1967 went to IBM 1401 with 16K
- February 1968 went to Honeywell 1200

Schools Serviced by Processing Center (ordering and cataloging):

- 108 schools plus 3 special collections
  - 78 are elementary schools
  - 30 are secondary schools (8 senior highs)
  - 1 new senior high to be in operation September 1970

Volumes Processed:

September 1967 to August 1968	101,914
September 1968 to June 1969	71,230
(During 7 of these months, 10,000 books were done each month.)	

Titles Cataloged:

September 1967 to August 1968	9,055
September 1968 to June 1969	6,432

Nonprint Media Processed:

	Cataloged Nonprint Titles	Copies Nonprint Titles
Filmstrip	6,807	19,548
Records	844	1,310
Tape	250	282
Picture	32	47
Sheet Music	24	24

APPENDIX G
(Continued)

Filmloops	20	20
Slides	12	16
Maps	1	4

School System Book and Nonbook Budget:

September 1966 - August 1967	$251,655.00
September 1967 - August 1968	365,073.00
September 1968 - August 1969	198,409.07

Budget for Processing Center:

Processing is included in budget for individual school libraries.

Configuration of Honeywell Computer for APS Library Work:

Model 1250
Core size - 32K will be 65K in 3 months
Disk file - 259 1 disk + 1 more in 3 months
Tape Drive - 204B
Tapes - 4
Track density - 556 or 800
Card reader - 223
Paper tape - NO
Printer Model - 222-4
Printer speed - 950 lines per minute
Print drum with all punctuation

CAMBRIDGE,
MASSACHUSETTS

CHICAGO
NEW YORK
SAN FRANCISCO
SANTA MONICA
WASHINGTON
ATHENS
BRUSSELS
LONDON
MEXICO CITY
PARIS
RIO DE JANEIRO
TORONTO
ZURICH